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ABSTRACT

The Connecticut Mastery Test is a critical element of the state's efforts to attain educational equity and excellence. The testing program assesses essential skills in mathematics and language arts, including listening, reading, and writing for grades 4, 6, and 8. Student achievement is measured and reported in relation to specific learning objectives (criterion-referenced) that students can reasonably be expected to have mastered by the end of grades 3, 5, and 7. This report provides an overview and summary of the implementation of the grade-6 Connecticut mastery test. In 1991, sixth graders mastered an average 24.7 of the 36 mathematics objectives tested, a slight increase above 1990, and 84.2 percent scored at or above the remedial standard. In language arts, sixth graders mastered an average of 8.1 of 11 objectives tested, representing no change from last year. There were slight improvements in the writing scores, the number of students scoring above the remedial standard in writing, and the number of students scoring above the writing goal. Reading achievement on the Degrees of Reading Power (an average of 57 units) was unchanged from 1990. A comparison of results from 1986 through 1991 is provided. Fourteen charts present test results and comparisons. Twelve appendixes provide supplemental information about testing and scoring. (SLD)

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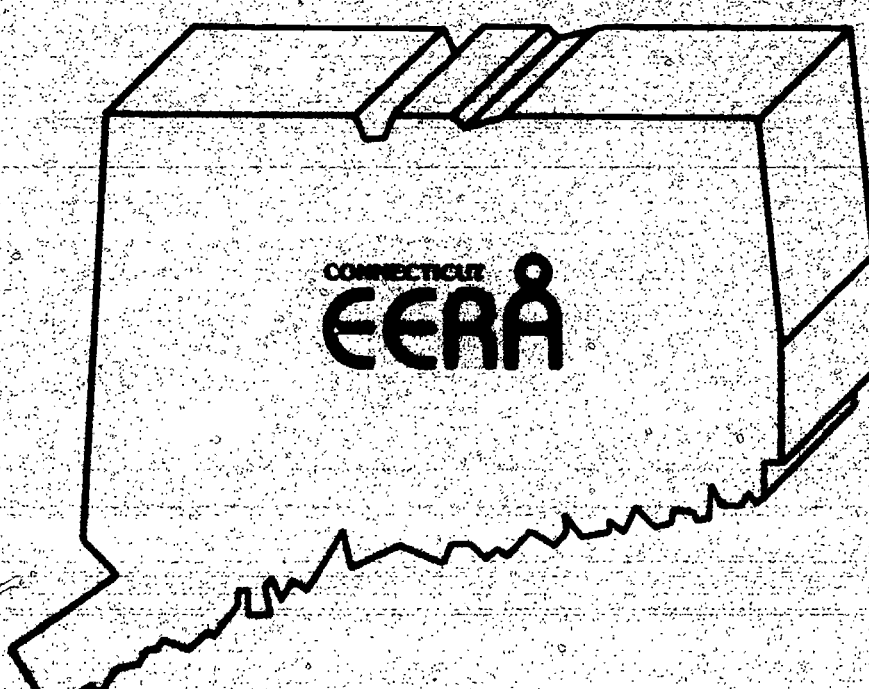
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CONNECTICUT EDUCATION EVALUATION AND REMEDIAL ASSISTANCE

GRADE 6 MASTERY TEST RESULTS

SUMMARY AND INTERPRETATIONS 1991-92



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Connecticut
Education Evaluation and Remedial Assistance

GRADE 6 MASTERY TEST RESULTS

SUMMARY AND INTERPRETATIONS: 1991-92

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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LEGISLATIVE BACKGROUND

In June 1984, the General Assembly of the State of Connecticut amended Section 10-14 m-r of the Connecticut General Statutes, an act concerning Education Evaluation and Remedial Assistance (EERA). This law provides that:

- o By May 1, 1985, each local or regional board of education shall have developed and submitted for State Board of Education approval, a new plan of educational evaluation and remedial assistance. Each plan had to address the following:
 - o the use of student assessment results for instructional improvement;
 - o the identification of individual students in need of remedial assistance in language arts/reading and mathematics;
 - o the provision of remedial assistance to students with identified needs; and
 - o the evaluation of the effectiveness of the instructional programs in language arts/reading and mathematics.
- o The State Board of Education shall administer an annual statewide mastery test in language arts/reading and mathematics to all fourth-, sixth- and eighth-grade students, with the following exceptions:
 - o Special Education students who are excluded by a Planning and Placement Team (PPT) decision;
 - o students who have been enrolled in an "English as a Second Language" program for two years or less; or
 - o students enrolled in a Bilingual Program (as defined in Section 10-17e of the Connecticut General Statutes) for two years or less.
- o Each student who scores below the statewide remedial standard on one or more parts of the eighth-grade mastery examination shall be retested. These students shall be retested annually, using the eighth-grade mastery test, only in the deficient area(s) until such students score at or above the statewide remedial standard(s).
- o Biennially, each local or regional board of education shall submit to the State Board of Education a report which includes indicators of student achievement and instructional improvement.
- o On a regularly scheduled basis, the State Board of Education shall complete field assessments of the implementation of local EERA plans.

- o On an annual basis, test results and low income data shall be used to determine the distribution of available state funds to support remedial assistance programs.

The purpose of this report is to provide an overview and summary of the implementation of the sixth-grade Connecticut Mastery Test. The mastery test assesses how well each student is performing on those skills identified by content experts and practicing educators as important for students entering sixth grade to have mastered.

FOREWORD

The Connecticut Mastery Test is a critical element in Connecticut's agenda to attain educational equity and excellence. The testing program assesses essential skills in mathematics and language arts, including listening, reading and writing, for grades four, six and eight students. Student achievement is measured and reported in relation to specific learning objectives that students reasonably can be expected to have mastered by the end of grades three, five and seven.

The Connecticut Mastery Test provides valuable educational information which can be used to improve instruction and elevate the achievement of Connecticut's students. The test results are reported in a manner that identifies how well each student is succeeding in relation to clearly defined and meaningful standards. It is our hope that educators throughout the state use the results as a tool to gain better understanding of the learning occurring in our classrooms and the ways to increase learning in the future.

Connecticut is committed to an annual cycle of assessment in order to promote:

- o the monitoring of individual student achievement;
- o the evaluation of instructional program effectiveness;
- o educational goal setting; and
- o remedial assistance program improvement.

An examination of the results since 1985 reveals many signs of steady, incremental improvement. The general improvement since the start of the program is quite impressive in some areas. Yet the many Connecticut educators who helped to build the program had the foresight to include some very demanding content and standards. Student performance in relation to these expectations reveals that much remains to be done.

As you examine these results, it is our hope that the many stories they tell will prove useful and informative. Department staff are available to facilitate the interpretations and application of these test scores.



Peter Behuniak
Acting Chief
Bureau of Evaluation and Student Assessment

OVERVIEW OF THE MASTERY TESTING PROGRAM

In the spring of 1984, the Connecticut General Assembly amended the Education Evaluation and Remedial Assistance (EERA) legislation to authorize the creation of mastery tests in the basic skill areas of mathematics and language arts, including listening, reading and writing skills. The tests were to be established for grades four, six and eight.

The goals of the mastery testing program are:

- o earlier identification of students needing remedial education;
- o testing a more comprehensive range of academic skills;
- o setting high expectations and standards for student achievement;
- o more useful test achievement information about students, schools and districts;
- o improved assessment of suitable equal educational opportunities; and
- o continual monitoring of students in grades four, six and eight.

The type of test that best addresses these goals is a criterion-referenced test. Criterion-referenced tests are designed to assess the specific skill levels of students. Such tests usually cover relatively small units of content. Their scores have meaning in terms of what each student knows or can do. Test results are used to identify the areas of strengths and weaknesses of each student.

MASTERY TEST CONTENT

The CMT is designed to assess essential language arts/reading, writing and mathematics skills that can reasonably be expected to be mastered by most students by the end of the third, fifth and seventh grades. The specific skills to be tested within these content areas were identified by committees of educators from throughout the state. In addition, surveys were sent to many teachers, administrators and parents to determine the appropriateness of these skills for the Mastery Test. A complete description of the procedures used in the development of the sixth-grade CMT can be found in Appendix A (p. 33).

Mathematics

The Mathematics Advisory Committee recommended a grade six mathematics test that assessed thirty-six (36) specific objectives in four domains: (1) Conceptual Understanding; (2) Computational Skills; (3) Problem Solving/Applications; and (4) Measurement/Geometry. There are four test items per objective for a total of 144 items on the mathematics test. A detailed list of domains and objectives is given in Appendix B (p. 37). Beginning with the fall 1990 administration of the grade six test, two objectives were deleted and two new objectives were added. At the request of the Mathematics Advisory Committee and in response to concerns about the

developmental appropriateness of requiring mastery of abstract fractional computation early in grade six, "adding fractions with like denominators, requiring regrouping," and "adding and subtracting fractions with unlike denominators" were replaced with one conceptual understanding objective involving "conversion between mixed numbers and improper fractions" and one computational skills objective involving "estimation of sums and differences of fractions and mixed numbers."

Language Arts

The Language Arts Advisory Committee recommended a 112-item grade six language arts test that covers two domains: Reading/Listening and Writing/Study Skills. Eleven (11) objectives were recommended by the Language Arts Advisory Committee.

The general content of Reading/Listening consisted of narrative, expository and persuasive passages on a variety of topics measuring a student's ability in: (1) Literal Comprehension; (2) Inferential Comprehension; and (3) Evaluative Comprehension. Audiotapes were used to assess students' listening comprehension ability in: (1) Literal Comprehension and (2) Inferential and Evaluative Comprehension. The Degrees of Reading Power (DRP) test was also used to assess reading. The DRP test included eleven (11) passages and seventy-seven (77) test items. It was designed to measure a student's ability to understand nonfiction English prose at different levels of reading difficulty.

The general content area of Writing/Study Skills consisted of three components. First, there was a writing sample for direct, holistic assessment of student writing. Each student was asked to write a composition on a designated topic. Writing was then judged on a student's demonstrated ability to convey information in a coherent and organized fashion. Second, the mechanics of good writing, which was defined as (1) Capitalization and Punctuation, (2) Spelling, Homonyms and Abbreviations, (3) Agreement and (4) Tone, was assessed in a multiple-choice format. Third, Study Skills was assessed through Locating Information and Note-taking/Outlining. Locating Information (Schedules, Maps, Index and Reference Use and Dictionary Meaning) measured students' ability to find and use information from the sources listed. Note-taking and Outlining tested a student's ability to take notes and report information as well as complete missing outline information. A detailed list with objectives and number of items per objective is given in Appendix C (p. 41).

FUTURE DEVELOPMENT

The Connecticut State Department of Education, in conjunction with content consultants and various CMT advisory committees, has begun the development of the second generation of the CMT. The current CMT is under review to determine which skills are appropriate for inclusion on the new test. In addition, new content areas and other forms of assessment techniques (e.g., performance assessment and short-answer questions) are being considered. It is anticipated that the second generation CMT will be administered for the first time statewide in the fall of 1993. Items for this set of exams were piloted in the fall of 1991 and will be followed by a second pilot in the fall of 1992.

SETTING MASTERY STANDARDS BY OBJECTIVE

The essence of the Connecticut Mastery Test (CMT) is the establishment of a specific mastery standard against which each student's knowledge and competency on each objective can be compared. The mastery test incorporates appropriate and challenging expectations for Connecticut public school students. The goal of the CMT Program is for each student to achieve mastery of all objectives. The objectives being tested were identified as appropriate and reasonable for students at each of the grades tested. These tests are designed to measure a student's performance on these specific objectives.

The process of establishing the mastery standards by objective used a statistical method that required two decisions to be utilized. The first decision defined a student who mastered a particular skill as one who had a 95% chance of correctly answering each item within the objective. The second decision was that the specific standard for each objective would identify 99% of the students who mastered the skill. By applying the two decision rules stated above to a binomial distribution table, mastery standards were established for the 36 mathematics objectives and the 11 language arts objectives.

The mastery standards are as follows:

- o In mathematics, for each of the 36 objectives, a student must answer correctly at least 3 out of 4 items.
- o In language arts, for the 11 multiple-choice objectives with varying numbers of items, a student must answer correctly the following numbers of items:

Items Correct
for Mastery

WRITING MECHANICS

(1) Capitalization & Punctuation	9 out of 12
(2) Spelling	7 out of 9
(3) Agreement	11 out of 15
(4) Tone	3 out of 4

STUDY SKILLS

(5) Locating Information	8 out of 11
(6) Note-taking and Outlining	3 out of 5

LISTENING COMPREHENSION

(7) Literal	4 out of 6
(8) Inferential and Evaluative	10 out of 14

READING COMPREHENSION

(9) Literal	6 out of 8
(10) Inferential	10 out of 14
(11) Evaluative	10 out of 14

No mastery standards were set for the two holistic language arts measures, neither the Degrees of Reading Power (DRP) test nor the Writing Sample, since these measures are not composed of objectives on which mastery could be assessed.

SETTING REMEDIAL (GRANT) STANDARDS

In addition to mastery standards, Section 10-14 m-r of Connecticut General Statutes requires that the Connecticut State Board of Education establish statewide standards for remedial assistance in order to meet two responsibilities:

- o to identify and monitor the progress of students in need of remedial assistance in language arts/reading and mathematics as part of the EERA field assessments; and
- o to distribute EERA funds based on the number of needy students statewide, as well as for use in the Chapter 2 and Priority School District Grants.

Students who score below the remedial standard(s) are eligible for services provided for in EERA legislation. Remedial standards were established by the State Board of Education acting on the recommendations of committees that represented Connecticut citizens and educators. The standard-setting committees recommended the following remedial standards:

1. In mathematics, a student who answers fewer than 79 of the 144 items (55%) correctly is required to receive further diagnosis by the local school district and, if necessary, to be provided with remedial assistance.
2. In reading, a student whose Degrees of Reading Power (DRP) unit score is lower than 50 is required to receive further diagnosis and, if necessary, to be provided with remedial assistance.
3. In writing, a student receiving a total holistic score less than 4 is required to receive further diagnosis by the local school district and, if necessary, to be provided with remedial assistance.

The mastery and remedial standards were established by the State Board of Education on June 4, 1986. For a detailed explanation of the remedial standard-setting process, see Appendix D (p. 43).

STATEWIDE ACHIEVEMENT GOALS

In addition to mastery and remedial standards, statewide achievement goals have been established in the content areas of mathematics, reading (DRP) and writing. These goals represent high expectations and high levels of achievement for Connecticut public school students.

The achievement goals are as follows:

- o In mathematics, all students must master 31 of 36 objectives tested.
- o In reading, a student must score a Degrees of Reading Power (DRP) unit score of 56 with 75% comprehension.
- o In writing, a student must score a total holistic score of 7 on a scale of 2 to 8.

STUDENT GROWTH OVER TIME

The Connecticut Mastery Test (CMT) Program is designed to provide criterion-referenced information about the level of student mastery of objectives in grades four, six and eight. However, the basic scores reported for the mastery tests do not provide a system for evaluating achievement growth from grade four to grade six to grade eight. This is so because mastery decisions are based on student performance (mastery/non-mastery) on objectives that are unique to grade level. Mastery of objectives cannot be compared directly across grade levels and tests because of the differences in the number of objectives, curriculum content and levels of difficulty. In order to make valid interpretations across grade levels, the mastery test performance must first be linked using a procedure called vertical equating.

Purpose of Vertical Equating

Vertical equating is a psychometric technique for comparing tests at all ability levels. This is accomplished by putting them on a new scale which is common to the tests. Vertical equating is based on two assumptions. The first is that learning is continuous. The second is that instruction in each area is related to increased achievement in that area. These assumptions enable test developers to create a score scale that covers a wide range of content over several grades. The development of these "growth scales" is a common practice and has been used successfully in the development of a variety of achievement test batteries. The purpose of vertical equating is to provide one scale score system which can be used to compare performance across multiple grade levels. This score system enables test users to interpret test score information over time without altering the basic nature of the testing program. This achievement growth can be monitored over time on the basis of student performance on the CMT across grades.

Development of Vertical Scales

In order to develop a vertical scale, performance on the grade four, grade six and grade eight mastery tests was statistically linked. This was accomplished during the 1987 administration of the CMT using representative statewide samples of approximately 5,000 sixth-grade students and approximately 7,000 eighth-grade students. Each group of students at grade six and grade eight was administered the appropriate on-grade level test form of the CMT along with one below-grade level section of the CMT. Specifically, each group of eighth-grade students took the grade eight test as usual and a part of the grade six test. Likewise, each sixth-grade group took the grade six test as usual along with a section of the grade four test. Each sample of students took only one below-level section of the CMT involving approximately one hour of additional testing time. Performance on the below-level items was not counted toward the CMT scores of individual students. For each of these linking samples, item difficulty estimates were obtained for the on-grade and below-grade level items by analyzing all items together as one test. Once items from the on-grade and below-grade level tests were linked, item difficulties from each level of the CMT were adjusted to a common metric to produce the vertical scale.

Vertical scales were established in the content areas of mathematics and the reading comprehension section of the language arts test. For each grade and content area, every correct score corresponds to a specific value on a common score scale (vertical scale). Each of the vertical scales was constructed so that each scale score point represents the same theoretical achievement level whether derived from a score on the grade four test, a score on the grade six test or a score on the grade eight test. This allows valid interpretations of growth across time using tests differing in content, length and item difficulty. All items on the mathematics and reading comprehension tests were used in the development of the vertical scales. The writing and language arts tests were not scaled because of the nature of these assessment processes. The Degrees of Reading Power (DRP) test employs DRP unit scores which are already on a common scale across grades, obviating the need for any other development. (For more information see Congero, W.J., 1989, The Development of Vertical Scales to Enhance the Evaluation of Assessment Data. Paper presented at the annual conference of the National Council of Measurement in Education, San Francisco, CA. This paper is available through the Student Assessment and Testing Unit of the Bureau of Evaluation and Student Assessment.)

Scaled scores can be used to measure growth over time because CMT scores from all three grade levels have been placed on a common scale. These scales provide a means of monitoring students' academic progress from grade to grade. Before the scales were developed, it was difficult to assess the performance of groups of test takers as they moved from grade to grade because of differences in test length, curriculum content covered and levels of difficulty on the fourth-, sixth- and eighth-grade tests.

Since students who took the fourth-grade test in 1988 subsequently took the sixth-grade test in 1990, change in test performance can be assessed across two years' time. Similarly, change in performance can be assessed for 1991 sixth graders who took the grade four test in 1989. A summary of the overall growth in performance for these two groups of students in the content areas of mathematics and reading comprehension can be found on pages 30 and 31, respectively, of this manual. Students who took the fourth-grade test in 1986 subsequently took the sixth-grade test in 1988 and the eighth-grade test in 1990. Similarly, students who took the fourth-grade test in 1987 subsequently took the sixth-grade test in 1989 and the eighth-grade test in 1991. A summary of the overall growth in performance for these groups of students in the content areas of mathematics and reading comprehension can be found in the 1991-92 Grade 8 Summary and Interpretations Manual.

NORMATIVE INFORMATION

The CMT Program is designed to provide detailed information about fourth-, sixth- and eighth-grade students' mastery of specific skills and objectives. The provision of national norms with CMT results is intended to enhance the usefulness and flexibility of mastery test information by offering a bridge to conventional norm-referenced testing programs. The decision to provide normative information with the CMT does not change the essential purposes of our criterion-referenced testing program. The CMT will continue to be used for diagnostic and other instructional purposes with results reported at the student, classroom, school, district and state levels.

In particular, national norms provide greater:

- o **Test Economy.** By providing national norms with CMT results, school districts can eliminate their standardized testing programs at these grades, thus saving money and undue testing time while retaining normative data.
- o **Test Efficiency.** Federal compensatory programs require the systematic testing of students using instruments that can provide normative information. Because norms are provided with the CMT, school districts will not have to "double test" compensatory program students. This service allows for increased instructional time for these students.
- o **Test Interpretability.** Criterion-referenced test (CRT) programs may be criticized because the public has difficulty interpreting CRT performance. National norms will assist in the interpretation of CMT performance by providing a traditional benchmark with which the public is familiar.

Development of Norms

In order to provide estimated national norm-referenced data based on CMT performance, items on the CMT were statistically linked to items on a nationally norm-referenced test (NRT). Content-appropriate items from a nationally normed host test were included on the CMT to provide a common referent to both tests. Test equating procedures were then used to link CMT items with the normed test by placing all the items on a common scale. With this linkage in place, estimates of how the performance of Connecticut students compares to a national sample could be made. The NRT used to accomplish this task was the sixth edition of the Metropolitan Achievement Test (MAT-6), normed in 1986. The equating of the CMT to the MAT-6 enabled group summary scores on the CMT to be interpreted relative to the MAT-6 nationally representative normative data.

The CMT was initially equated to the MAT-6 during the pilot testing phase to investigate the relationship of the test content match between the two tests and the differential nature of the items included on the CMT and MAT-6. In addition, these preliminary data provided a benchmark by which the stability of the link could be monitored over time. The stability issue is monitored each year by readministering MAT-6 items during CMT administrations using representative statewide samples. The comparison of these data with prior information provides the information necessary to identify the instructional effects on student performance over time and to update the CMT/MAT-6 link as appropriate. This monitoring and updating ensures the continued accuracy of the normative estimates.

RESEARCH OPTIONS PROGRAM

The Research Options Program is a free service provided by the Connecticut State Department of Education (CSDE) to help educators and educational policymakers gain access to the extensive information available from the Connecticut Mastery Test (CMT). Participation in the Research Options Program is completely voluntary.

The Research Options Program allows educators and educational policymakers (i.e., superintendents, principals, researchers, evaluators and school board members) to benefit from customized research investigations designed to suit their individual needs or questions. Many school districts have taken advantage of the Research Options Program in previous years to successfully address special local concerns.

The Research Options Program provides a number of ways of examining student achievement, as measured by the CMT. For example, one method is to compare aggregated student test scores obtained from the CMT in two or more categories of interest. Categories might include males and females, special program students compared to non-special program students, or any other comparison. These reports include tables that show the proportion of students mastering each objective, average number of objectives mastered and the achievement indicators for students on each component of the test under consideration. These breakdowns allow district personnel to directly compare the performance of specific groups of students. In addition, graphics are provided, as appropriate, with each report in order to simplify the task of interpreting data.

The Research Options component of the CMT has grown a great deal since the first study was performed on the Connecticut Basic Skills Proficiency Test almost a decade ago. This year, test directors and evaluators in 26 districts took advantage of this valuable resource to address questions of local interest. In addition, statewide programs such as Bilingual Evaluation, Chapter I and School Effectiveness have used the research options to obtain useful information for participants in over 100 districts. [For more information see Mooney, R.F., 1989, The Connecticut Mastery Test Research Options Program: The Application of State Criterion-Referenced Test Reports for Local Research Needs. Paper presented at the annual conference of the National Council of Measurement in Education, San Francisco, CA. See also the Research Options Handbook (1988) provided by the Connecticut State Department of Education. (These references are available through the Student Assessment and Testing Unit of the Bureau of Evaluation and Student Assessment.)]

TEST ADMINISTRATION AND SCORING

The regular administration of the Connecticut Mastery Test (CMT) for 1991 was conducted using Form D during a three-week period commencing on September 23, 1991. Test sessions were conducted by local school district staff under the supervision of local test coordinators who had been trained by staff of the Connecticut State Department of Education (CSDE) and The Psychological Corporation (TPC). A student who took all subtests participated in approximately eight hours of testing.

The Grade 6 Connecticut Mastery Test had eight testing sessions.

- Mathematics I (60 minutes)
- Mathematics II (60 minutes)
- Mathematics III (60 minutes)
- Writing Sample (45 minutes)
- Degrees of Reading Power (70 minutes)
- Reading Comprehension (60 minutes)
- Listening Comprehension (45 minutes)
- Writing Mechanics/Study Skills (60 minutes)

At the conclusion of the make-up testing period, answer booklets were returned to TPC in San Antonio, Texas for optical scanning and scoring, and then organized in preparation for holistic scoring workshops.

Scoring of the Language Arts and Mathematics Tests

The mathematics and language arts multiple-choice tests were machine-scored by TPC. Mathematics scores were reported for the total test as well as for mastery by each objective. Language arts scores were reported for mastery of each objective only.

Scoring of the Writing Sample

Every writing sample was scored by Connecticut educators using a technique known as the holistic scoring method. Holistic scoring is an impressionistic and quick scoring process that rates written products on the basis of their overall quality. It relies upon the scorers' trained understanding of the general features that determine distinct levels of achievement on a scale appropriate to the group of writing pieces being evaluated. All participants received on-site training and were required to demonstrate a clear understanding of the scoring criteria prior to actually scoring student essays. Each paper receives a final score between 2 and 8, where 2 represents a poor paper and 8 represents a superior paper. A thorough description of the training and scoring process, including sample papers representing different holistic scores, is presented in Appendix E (p. 49).

In past years, the Connecticut Mastery Test writing sample was scored exclusively by Connecticut teachers. Following this year's scoring sessions, it was discovered that some of the Connecticut papers had not been scored accurately according to the established holistic scoring criteria. This problem was identified by department staff while conducting routine post-scoring checks. Further examination of the scoring process by department staff and contractors established that a portion of the papers in grades 6 and 8 would need to be rescored. Accordingly, all grade 6 and grade 8 papers were submitted to a validation rescoring by our scoring contractor. This effort succeeded in confirming the accuracy of the initial holistic scores for the large majority of papers. Where a discrepancy was detected, the original scores were corrected to be made consistent with the established criteria.

Analytic Scoring

All papers receiving holistic scores at or below the remedial standard of 4 also received analytic scoring in four categories (traits): focus, organization, support/elaboration and conventions. Analytic scoring is a thorough, trait-by-trait analysis of those components of a writing sample that are considered important to any piece of writing in any context. This scoring procedure can provide a comprehensive picture of a student's writing performance if enough traits are analyzed. It can identify those traits that make a piece of writing effective or ineffective. However, the traits need to be explicit and well defined so that the raters understand and agree upon the basis for making judgments about the writing sample. The analytic rating guide and sample marker papers for the analytic scoring are presented in Appendix F (p. 61).

Scoring of the Degrees of Reading Power (DRP) Test

The DRP multiple-choice test was machine-scored by TPC. The scores reported are in DRP units. These scores identify the difficulty or readability level of prose that a student can comprehend. This makes it possible to match the difficulty of written materials with student ability. These scores can be better interpreted by referring to the readability levels of some general reading materials as shown below:

- o Elementary textbooks (grades 5-7) - 45-65 DRP Units
- o Personality Section - teen magazines - 55 DRP Units
- o Adolescent fiction - 55 DRP Units

A much more extensive list of reading materials is contained and rated in the Readability Report, Seventh Edition, published by The College Board.

The conversion between DRP unit scores and raw scores can be made from the tabled values obtainable through the Student Assessment and Testing Unit of the Bureau of Evaluation and Student Assessment.

SCHOOL DISTRICT TEST RESULTS REPORTING

The CMT school district reports are designed to provide useful and comprehensive test achievement information about districts, schools and students. Four standard test reports are generated to assist superintendents, principals, teachers, parents and students to understand and use criterion-referenced test results. Appendix G (p. 67) presents samples of the district, school, class and parent/student diagnostic score reports.

FALL 1991 STATEWIDE TEST RESULTS

The Grade 6 Connecticut Mastery Test provides a comprehensive evaluation of student performance on specific skills that Connecticut educators feel are important at the beginning of sixth grade. The mastery test's greatest instructional utility lies in its identification of areas of student weakness

and strength. This report profiles the statewide results. Each school district also receives a full complement of reports that identify patterns of academic strength and weakness at the district, school, classroom and individual student levels.

Chart 1 (p. 12) gives a statewide summary of the average number of objectives mastered (mathematics and language arts), average writing and reading scores, the number of students scored, the number of students scoring at or above the remedial standard and goal (where applicable) and the percent of students scoring at or above the remedial standard and goal (where applicable).

The following are highlights of the 1991 Grade 6 CMT results:

MATHEMATICS

- o Sixth graders mastered an average of 24.7 of 36 objectives tested, up slightly from last year's figure of 24.6.
- o A total of 84.2% of the students scored at or above the remedial standard, down slightly from last year's figure of 84.5%.
- o A total of 31.7% of the students scored at or above the mathematics goal, an increase from last year's figure of 30.0%.

LANGUAGE ARTS

- o Sixth graders mastered an average of 8.1 of 11 objectives tested, representing no change from last year.

WRITING

- o Sixth graders averaged 4.8 on a scale of 2 to 8, up slightly from last year's 4.6.
- o A total of 82.2% of the students scored at or above the remedial standard, an increase from last year's figure of 79.7%.
- o A total of 12.4% of the students scored at or above the writing goal, an increase from last year's figure of 10%.

READING

- o Sixth graders averaged 57 units on the Degrees of Reading Power (DRP) test, representing no change from last year.
- o A total of 75.7% of the students scored at or above the remedial standard, down slightly from 76.4% last year.
- o A total of 60.1% of the students scored at or above the reading goal, representing a slight increase from last year.

CHART 1 **1991 CONNECTICUT MASTERY TEST RESULTS** **GRADE 6 STATEWIDE SUMMARY**

SUBJECT	AVERAGE NUMBER OF OBJECTIVES MASTERED	NUMBER OF STUDENTS SCORED	STUDENTS AT OR ABOVE REMEDIAL STANDARD*		STUDENTS AT OR ABOVE STATE GOAL**	
			NUMBER	PERCENT	NUMBER	PERCENT
MATHEMATICS	24.7	33,343	28,088	84.2%	10,556	31.7%
LANGUAGE ARTS	8.1	32,940	_____	_____	_____	_____
<u>AVERAGE HOLISTIC SCORE</u>						
WRITING SAMPLE	4.8	33,138	27,234	82.2%	4,100	12.4%
<u>AVERAGE DRP UNIT SCORE</u>						
READING	57	33,353	25,257	75.7%	20,029	60.1%

* MATHEMATICS REMEDIAL STANDARD = 79 ITEMS CORRECT
 WRITING REMEDIAL STANDARD = 4
 READING REMEDIAL STANDARD = 50 DRP UNITS

** MATHEMATICS GOAL = 31 OBJECTIVES MASTERED
 WRITING GOAL = 7
 READING GOAL = 56 DRP UNITS

Mathematics

In mathematics, sixth graders mastered an average of 24.7 objectives, or 68.6%, of the 36 objectives tested. While the state's goal is that all students master every objective, an interim standard (31 of 36 objectives mastered) has been established which represents a high level of mathematics achievement. Chart 2 (p. 15) illustrates that, statewide, students demonstrated strength (85% or more students achieving mastery) in the objectives of ordering whole numbers; identifying place value and using expanded notation; extending patterns with numbers or attributes; computation with whole numbers and money amounts; multiplication/division facts; interpreting graphs, tables and charts; and identifying graphs best fitting given data. However, students did not perform as effectively (fewer than 50% of the students achieving mastery) on objectives of renaming whole numbers by regrouping; converting between mixed numbers and improper fractions; estimating sums/differences of fractions and mixed numbers; solving problems with extraneous information; estimating lengths and areas; and determining areas and perimeters.

There continues to be a consistent pattern throughout the mathematics subtests of student strengths in primarily computational skills and easy one-step applications. These strengths are offset by an equally clear pattern of student weaknesses on higher order objectives involving more than routine conceptual understanding or simple application of skill. For example, students are consistently strong in their ability to recall number facts and compute with whole numbers. However, there is consistent weakness in working with fractions, making estimates and solving problems with extraneous information.

Students getting fewer than 79 questions correct on this 144-question mathematics test (15.8% of the students tested) were identified as needing further diagnosis and possible remedial instruction.

Language Arts

In language arts, sixth-grade students averaged 8.1 objectives, or 73.6% of the 11 objectives tested. The state's goal is that all students master every objective. Chart 3 (p. 16) illustrates that students did reasonably well on study skills and writing mechanics, except for capitalization and punctuation. However, weaknesses were found in reading comprehension and to some extent in listening comprehension. These results indicate that students need to learn more effective comprehension strategies while simultaneously being exposed to a wide variety of reading selections.

In writing, sixth-grade students averaged 4.8 points on a scale of 2 through 8. The state's goal is that all students be able to produce an organized, well-supported piece of writing, that is, a holistic score of 7 or 8. Chart 4 (p. 17) illustrates that 13% of the students produced an organized, well-supported piece of writing (scores of 7 or 8), and an additional 41% produced a paper which is generally well-organized (scores of 5 or 6). A total of 29% of the students scored a 4, which indicates minimally proficient writing, while the remaining 18% scored below the remedial standard (scores of 2 or 3).

In reading (Degrees of Reading Power test), sixth-grade students averaged 57 units on a scale of 15 through 99. The state's goal is that all students be able to read with high comprehension those materials typically used at the sixth grade or above; that is, at least 56 on the DRP unit scale. Chart 5 (p. 18) illustrates that 60% of the students scored at least 56 on the DRP score scale, 16% scored between 50 and 55 and 24% scored below the remedial standard of 50. The average score of 57 suggests that Connecticut sixth graders typically can read and comprehend materials normally used up to grade six. To further improve reading performance, continued emphasis needs to be placed on reading nonfiction materials during the primary and intermediate grades.

CHART 2 **MATHEMATICS: PERCENT OF STUDENTS ACHIEVING MASTERY FOR EACH OBJECTIVE**

CONCEPTUAL UNDERSTANDINGS

1. ORDER WHOLE NUMBERS LESS THAN 100,000
2. IDENTIFY DIGIT VALUE/USE EXPANDED NOTATION
3. RENAME WHOLE NUMBERS BY REGROUPING
4. ROUND WHOLE NUMBERS LESS THAN 100,000
5. MULTIPLY/DIVIDE MULTIPLES OF 10/100 BY 10/100
6. ID EQUIV FRACTIONS AND MIXED #'S USING PICTURES
7. IDENTIFY EQUIVALENT FRACTIONS AND MIXED NUMBERS
8. CONVERT BETWEEN MIXED #'S & IMPROPER FRACTIONS
9. IDENTIFY DECIMALS .01 TO 2.99 FROM PICTURES
10. EXTEND PATTERNS INVOLVING NUMBERS/ATTRIBUTES
11. ID APPROP PROCEDURE TO ESTIMATE WHOLE # COMP

COMPUTATIONAL SKILLS

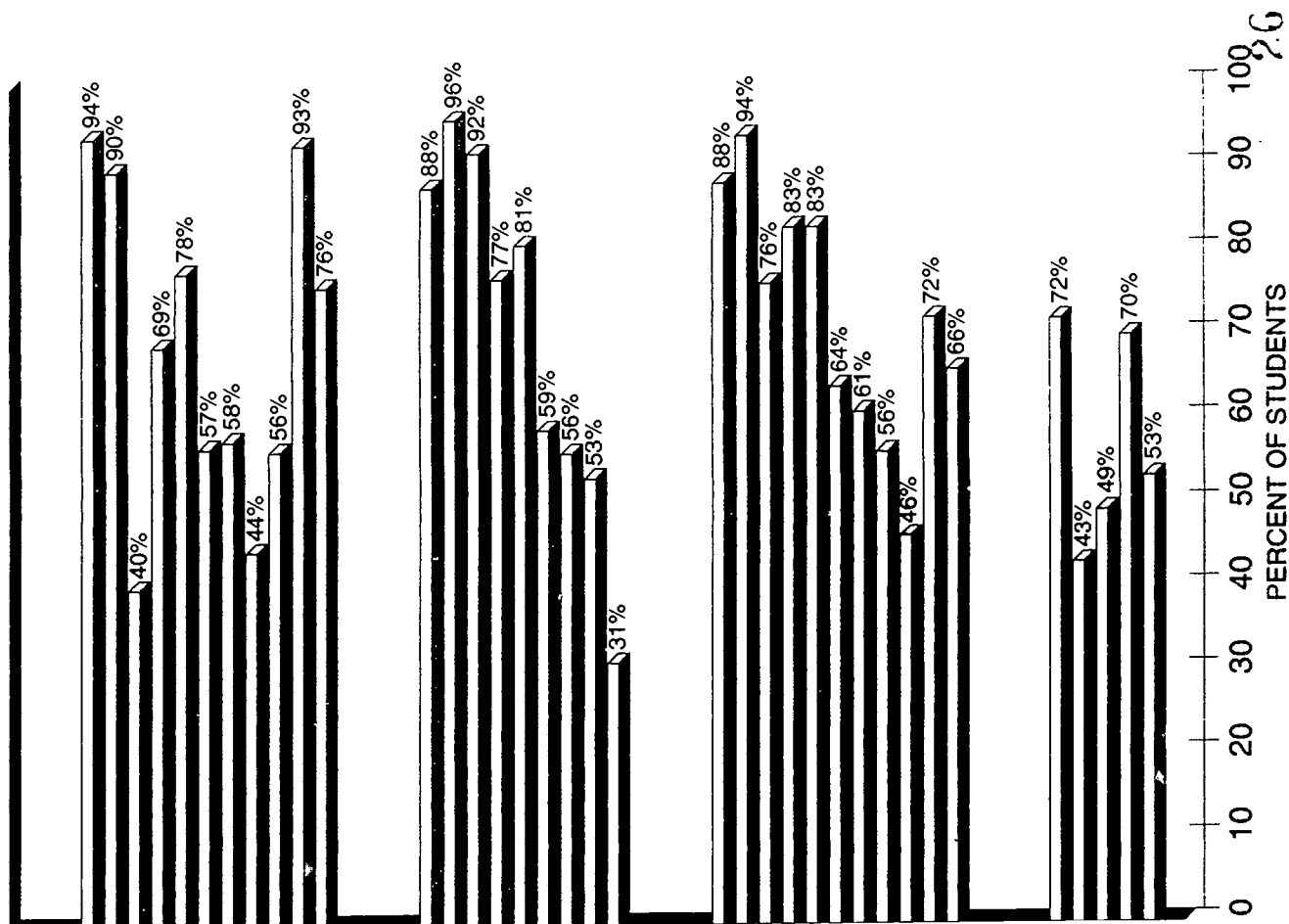
12. ADD/SUBT NUMBERS <100,000 & AMOUNTS <\$100
13. KNOW MULTIPLICATION AND DIVISION FACTS
14. MULTIPLY WHOLE NUMBERS AND MONEY AMOUNTS
15. DIVIDE 2- AND 3-DIGIT NUMBERS BY 1-DIGIT NUMBERS
16. ADD/SUBT FRACTIONS - LIKE DENOMINATIONS
17. FIND FRACTIONAL PARTS OF WHOLE NUMBERS
18. ESTIMATE SUMS/DIFFS OF WHOLE NUMBERS/\$ AMTS
19. ESTIMATE PROD/QUOT OF WHOLE NUMBERS/\$ AMTS
20. ESTIMATE SUMS/DIFFS OF FRACTS AND MIXED #'S

PROBLEM SOLVING/APPLICATIONS

21. INTERPRET GRAPHS/TABLES/CHARTS
22. IDENTIFY GRAPH THAT BEST ILLUSTRATES DATA
23. IDENTIFY NUMBER SENTENCES FROM PROBLEMS
24. SOLVE 1-STEP PROBS INVOLVING WHOLE NUMBERS & \$
25. SOLVE PROBLEMS INVOLVING MAKING CHANGE
26. SOLVE 1-STEP PROBLEMS INVOLVING FRACTIONS
27. SOLVE 2-STEP PROBS INVOLVING WHOLE NUMBERS & \$
28. ESTIMATE REASONABLE ANSWER TO A GIVEN PROBLEM
29. IDENTIFY/SOLVE EXTRANEOUS INFO PROBLEMS
30. IDENTIFY MISSING INFO IN PROBLEM SITUATIONS
31. SOLVE PROCESS PROBLEMS-DATA ORGANIZATION

MEASUREMENT/GEOMETRY

32. IDENTIFY GEOMETRIC FIGURES
33. MEASURE/DETERMINE PERIMETERS AND AREAS
34. ESTIMATE LENGTHS AND AREAS
35. PICK APPROP METRIC/CUSTOMARY UNIT AND MEASURE
36. DETERMINE ELAPSED TIME



This bar chart illustrates the percent of students, statewide, who mastered each of the 36 mathematics objectives.

CHART 3 LANGUAGE ARTS: PERCENT OF STUDENTS ACHIEVING MASTERY FOR EACH OBJECTIVE

WRITING MECHANICS

1. CAPITALIZATION AND PUNCTUATION
2. SPELLING/HOMONYMS/ABBREVIATIONS
3. AGREEMENT
4. TONE

STUDY SKILLS

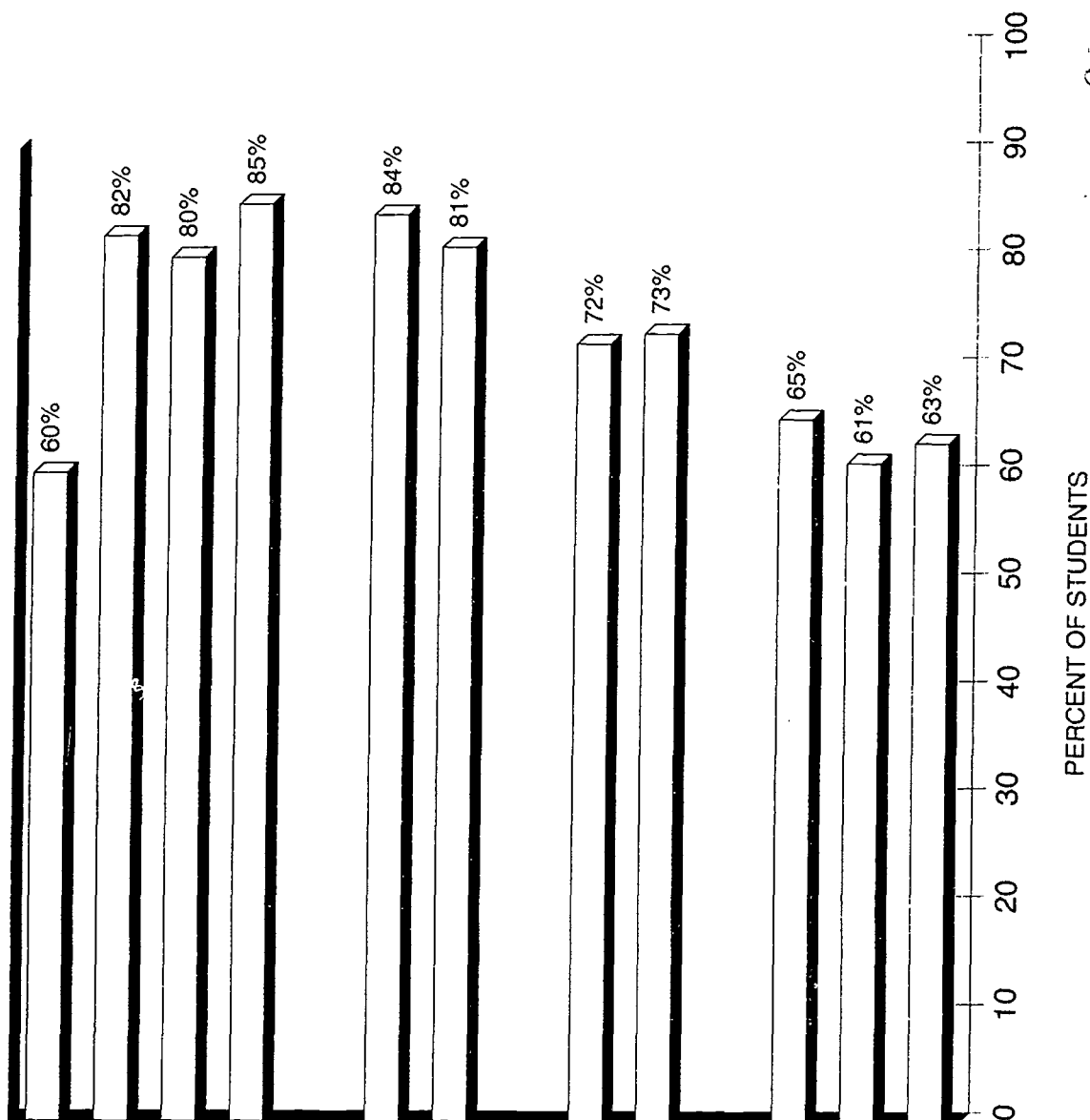
5. LOCATING INFORMATION
6. NOTETAKING AND OUTLINING

LISTENING COMPREHENSION

7. LITERAL
8. INFERENTIAL/EVALUATIVE

READING COMPREHENSION

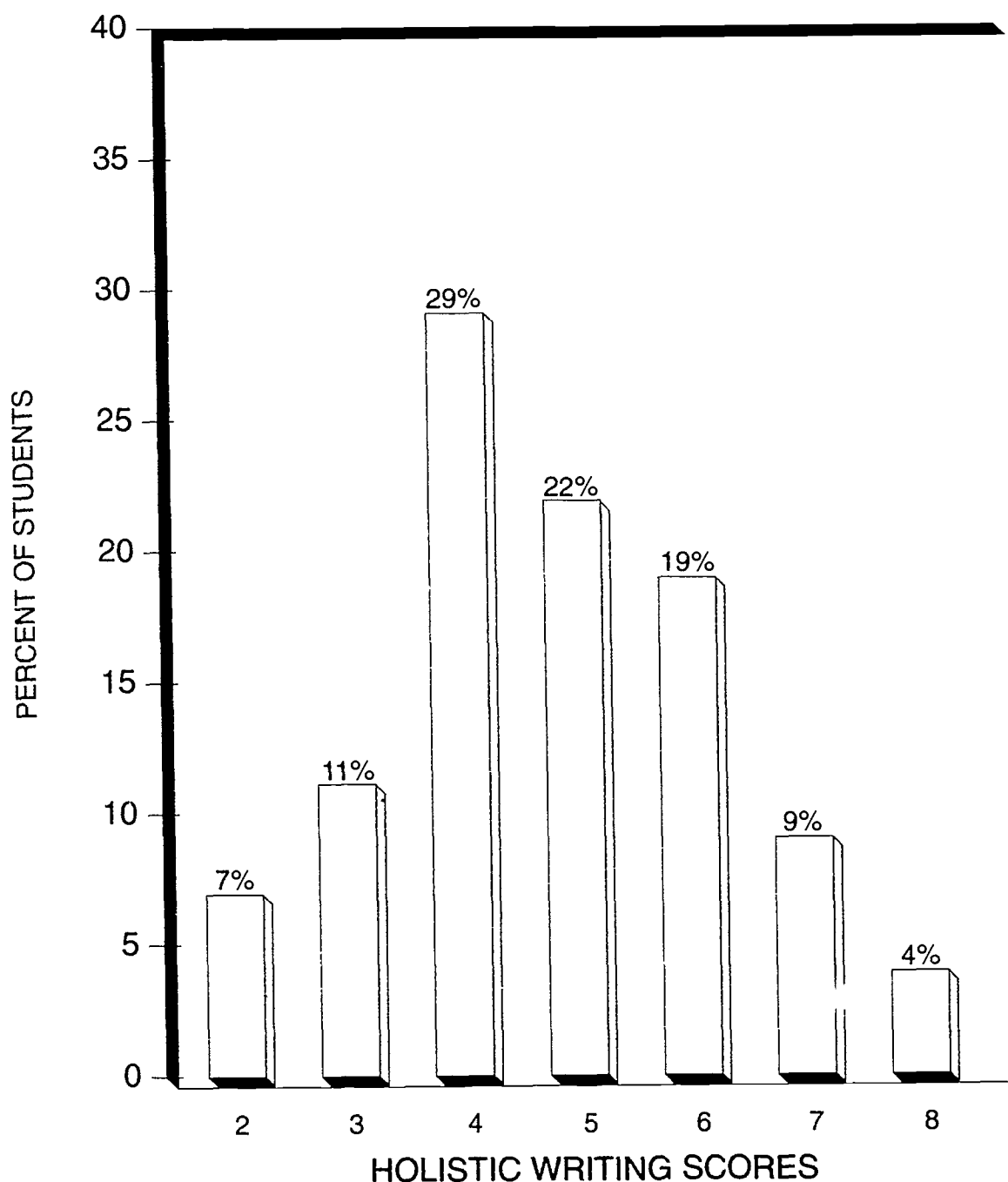
9. LITERAL
10. INFERENTIAL
11. EVALUATIVE



26

This bar chart illustrates the percent of students, statewide, who mastered each of the eleven language arts objectives.

CHART 4
WRITING SAMPLE:
PERCENT OF STUDENTS AT EACH SCORE POINT



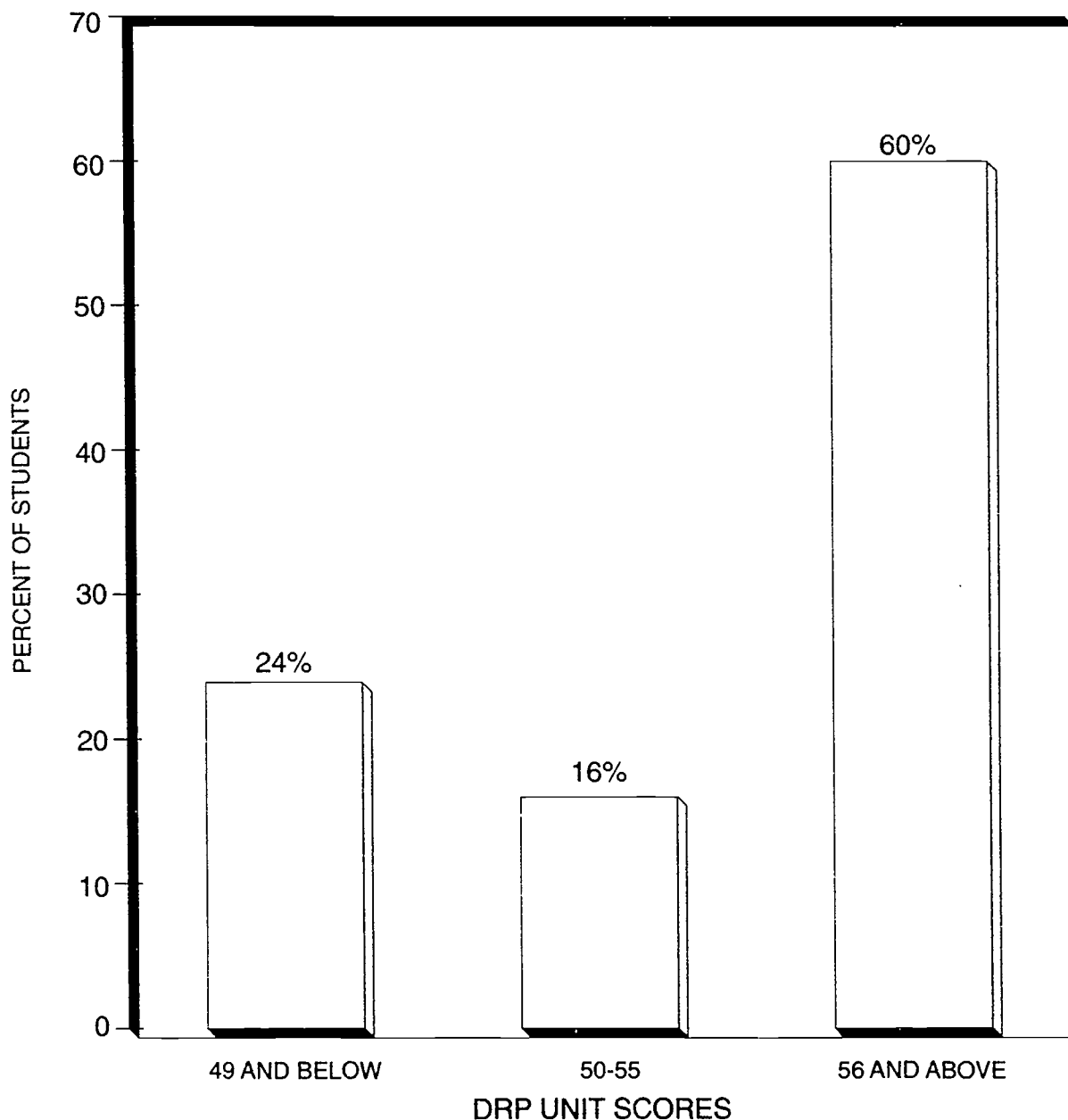
This bar chart illustrates the distribution of students who received each *holistic writing* score, statewide. Holistic writing scores are interpreted as follows: a student who scores 7 or 8 has produced a paper which is well written with developed supportive detail; a student who scores 5 or 6 has produced a paper which is generally well organized with supportive detail; a student who scores 4 is minimally proficient; and a student who scores 2 or 3 is in need of further diagnosis and possible remedial assistance.

CHART 5

DEGREES OF READING POWER® (DRP)®:

PERCENT OF STUDENTS AT SELECTED RANGES OF

DRP UNIT SCORES



This bar chart illustrates the distribution of students, statewide, scoring in each of three *Degrees of Reading Power* (DRP) score categories. DRP score categories are interpreted as follows: a student who scores 56 DRP units or above has met the statewide Reading Goal and can read, with high comprehension, materials which are typically used at grade 6 or above; a student who scores 50-55 DRP units can read, with high comprehension, materials which are typically used below grade 6 but above the Remedial Standard; and a student who scores 49 DRP units or below is in need of further diagnosis and possible remedial assistance.

COMPARISON OF 1986 THROUGH 1991 TEST RESULTS

Charts 6-12 (pp. 21-27) address the comparison of the 1986 through 1991 test results. Charts 6 (p. 21), 9 (p. 24) and 10 (p. 25) present a comparison of statewide average scores on the four subtests, a comparison of the percent of students scoring at or above the remedial standard, and a comparison of the percent of students scoring at or above the statewide goals, respectively. The remaining four charts provide a comparison of the percent of students achieving mastery in each mathematics objective (Chart 7, p. 22) and each language arts objective (Chart 8, p. 23), a comparison of student achievement in relation to the remedial standards (Chart 11, p. 26), and a comparison of student achievement in relation to the statewide goals (Chart 12, p. 27).

Chart 6 (p. 21) shows that the statewide average scores remained steady or increased slightly in all areas tested, when 1991 results are compared to 1986 results. In mathematics, the average number of objectives mastered increased from 23.1 in the initial 1986 assessment to 24.7 in 1991. Mathematics scores have increased slightly in each of the test administrations indicating a steady, albeit small, positive trend. DRP reading performance has also moved in a positive direction. While the average DRP score was unchanged from 1988 to 1991, there has been a one point increase in other years moving from 55 in 1986 to 57 in 1988. In language arts, the average number of objectives mastered has increased from 7.5 objectives mastered in 1986 to 8.1 mastered in 1991. Student performance on the writing samples showed some progress from 1986 to 1991, with the average holistic score increasing from 4.7 to 4.8.

Chart 7 (p. 22) lists the percent of students at mastery for each of the 36 mathematics objectives. Of the 34 objectives assessed from 1986 to 1990, 22 objectives have shown a gain in percent of students at or above mastery, 7 have declined and 5 are unchanged. Note that 2 objectives were changed in the 1990 assessment (see pp. 1-2). A comparison of the 1991 and 1986 results shows large gains (at least 10 percentage points) in the percent of students meeting the mastery standard in the following objectives: renaming whole numbers by regrouping, rounding whole numbers less than 100,000, multiplying and dividing multiples of 10 and 100 by 10 and 100, finding fractional parts of whole numbers, identifying number sentences from problems, estimating a reasonable answer to a given problem, solving 1-step problems with fractions, measuring/determining perimeters and areas and estimating lengths and areas.

Chart 8 (p. 23) lists the percent of students at mastery for each of the 11 language arts objectives. From 1986 to 1991, 10 objectives have shown a gain in percent of students at or above mastery and one objective has shown a decline. When 1991 results are compared with 1986, the only area which showed a substantial decline was capitalization and punctuation, which dropped 11 percentage points.

Chart 9 (p. 24) compares the percent of students who scored at or above the remedial standard in mathematics, writing and reading (DRP) for 1986 through 1991. In each content area there has been a gain in the percent of students meeting the remedial standard over the six CMT administrations indicating continued movement in a positive direction. The remedial standard for mathematics is 79 out of 144 items correct. A 3 percentage point increase in performance at or above the remedial standard from 1986 (81%) to 1991 (84%) was observed. The remedial standard for writing is 4 on a scale from 2 to 8. A 4 percentage point increase in writing performance at or above the remedial standard was reported from 1986 (78%) to 1991 (82%). The remedial standard for reading (DRP) is 50 DRP units with 75% comprehension. A 7 percentage point increase in performance at or above the remedial standard was reported from 1986 (69%) to 1991 (76%).

Chart 10 (p. 25) compares the percent of students scoring at or above the statewide goals in mathematics, writing and reading from 1986 through 1991. In mathematics, the goal is 31 of 36 objectives mastered. There was a 9 percentage point increase in performance at or above the statewide goal from 1986 (23%) to 1991 (32%). In writing, the goal is 7 on a scale of 2 to 8. The percent of students scoring at or above the statewide standard decreased from 15% in 1986 to 12% in 1991. In reading (DRP) the statewide goal is 56 DRP units with 75% comprehension. There was a 7 percentage point increase in performance at or above the goal from 1986 (53%) to 1991 (60%).

Chart 11 (p. 26) is a comparison of student achievement in relation to the remedial standards from 1986 through 1991. Over the six-year period, the percent of students at or above the remedial standard on all three tests (mathematics, reading, writing) has increased from 56.6% in 1986 to 62.9% in 1991, while the percent of students below the remedial standard on all three tests has declined from 7.2% in 1986 to 5.0% in 1991. The percent of students below the remedial standard on one or more subtests has also dropped from 42.7% in 1986 to 35.7% in 1991.

Chart 12 (p. 27) is a comparison of student achievement in relation to the goals for 1986 through 1991. Over the six-year period, there has been a slight decrease in the percent of students reaching the statewide goal on all three tests (mathematics, reading, and writing). The percent of students below the statewide goal on all three tests has declined from 42.4% in 1986 to 34.7% in 1991. The percent of students above the statewide goal on one or more subtests has increased from 56.5% in 1986 to 63.0% in 1991.

Test Results by District

Appendices H and I address the comparison of test scores by school district. Appendix H (p. 81) and Appendix I (p. 89) present a listing of the mathematics and language arts test results, respectively, for each Connecticut school district. In each appendix, school districts are listed alphabetically, followed by regional school districts. The Type of Community (TOC) designation in the second column and the Education Reference Group (ERG) designation in the third column indicate the TOC and ERG groups with which each district or school has been classified. Definitions of the TOC and ERG classifications are provided in Appendix J (p. 97) and Appendix K (p. 99), respectively. TOC and ERG summaries follow the alphabetical listings of school district results in mathematics and language arts.

CHART 6
COMPARISON OF STATEWIDE AVERAGE SCORES FOR 1986 THROUGH 1991

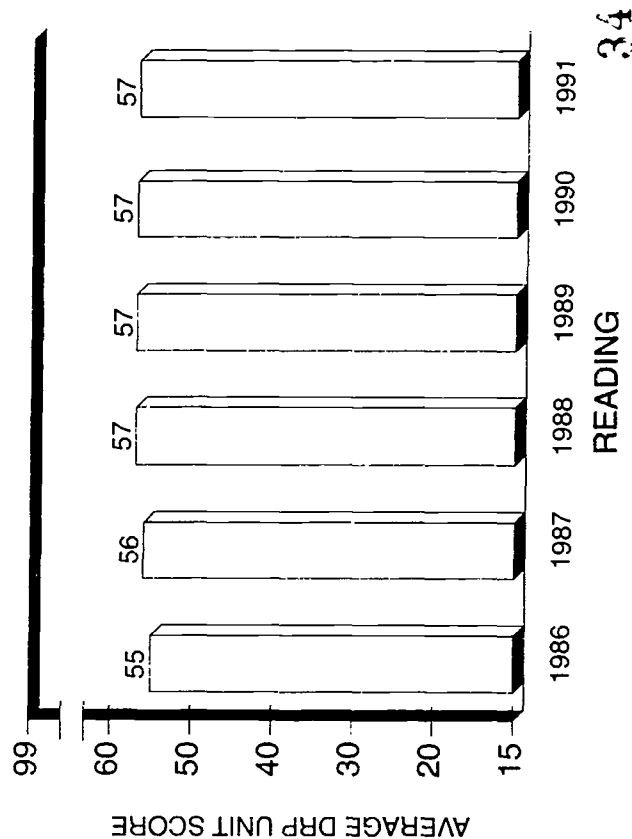
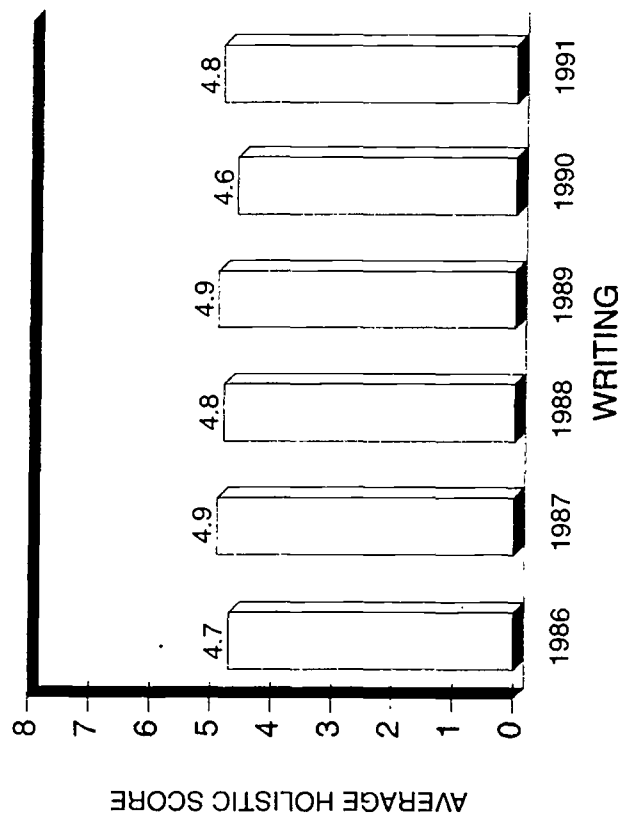
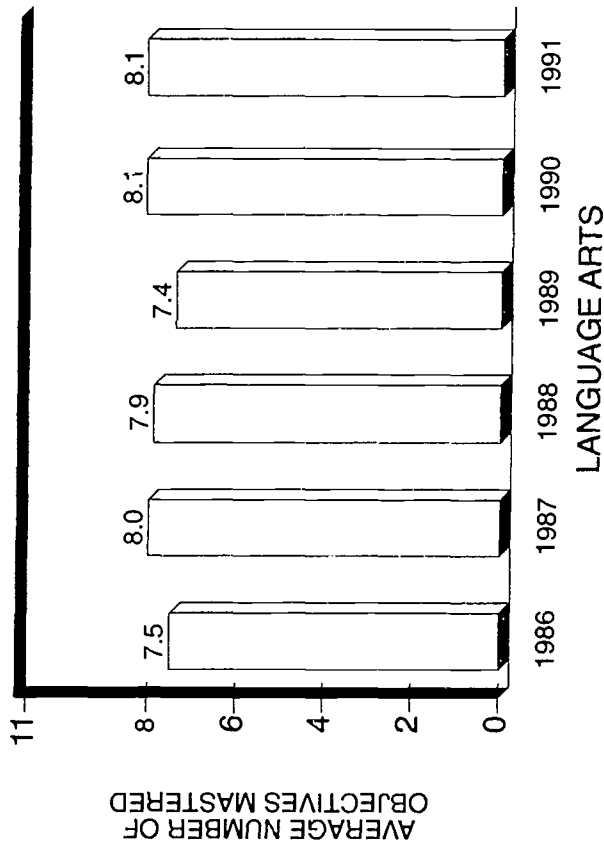
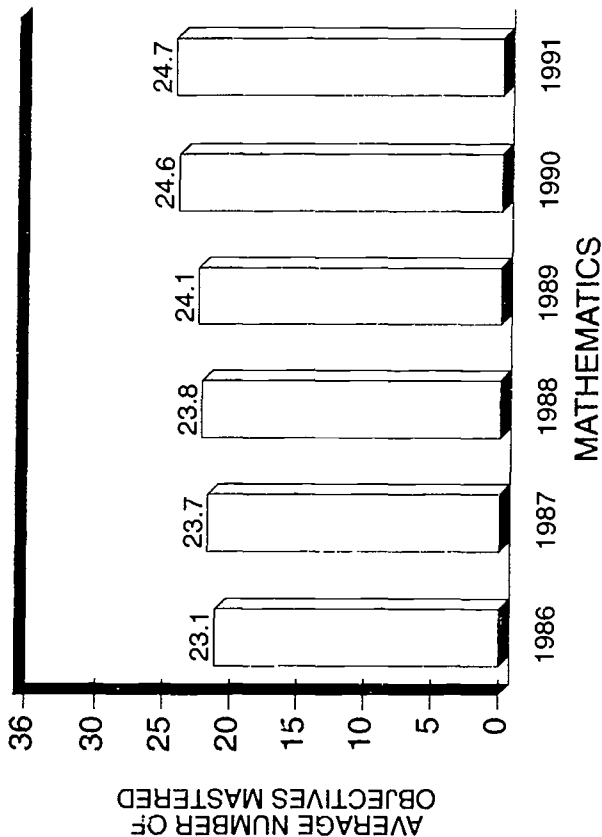


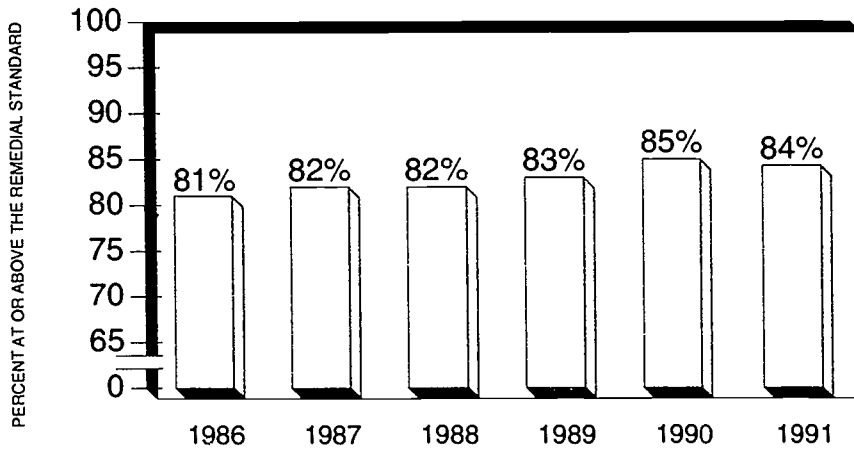
CHART 7 **MATHEMATICS: COMPARISON OF THE PERCENT OF STUDENTS** **ACHIEVING MASTERY IN EACH OBJECTIVE FOR 1986 THROUGH 1991**

OBJECTIVE	PERCENT OF STUDENTS AT MASTERY						PERCENTAGE POINT GAIN FROM 1986 TO 1991
	1986	1987	1988	1989	1990	1991	
CONCEPTUAL UNDERSTANDINGS							
1. ORDER WHOLE NUMBERS LESS THAN 100,000	94%	96%	96%	96%	94%	94%	0%
2. IDENTIFY DIGIT VALUE/USE EXPANDED NOTATION	90%	92%	92%	92%	90%	90%	0%
3. RENAME WHOLE NUMBERS BY REGROUPING	17%	27%	28%	42%	39%	40%	23%
4. ROUND WHOLE NUMBERS LESS THAN 100,000	55%	64%	65%	62%	69%	69%	14%
5. MULTIPLY/DIVIDE MULTIPLES OF 10/100 BY 10/100	67%	70%	70%	72%	79%	78%	11%
6. ID EQUIV FRACTIONS AND MIXED #'S USING PICTURES	59%	54%	54%	59%	57%	57%	-2%
7. IDENTIFY EQUIVALENT FRACTIONS AND MIXED NUMBERS	51%	50%	49%	48%	59%	58%	7%
8. CONVERT BETWEEN MIXED #'S & IMPROPER FRACTIONS	*	*	*	*	42%	44%	*
9. IDENTIFY DECIMALS (.01 TO 2.99) FROM PICTURES	53%	54%	56%	70%	54%	56%	3%
10. EXTEND PATTERNS INVOLVING NUMBERS/ATTRIBUTES	91%	92%	92%	94%	93%	93%	2%
11. ID APPROP PROCEDURE TO ESTIMATE WHOLE # COMP	82%	81%	82%	78%	76%	76%	-6%
COMPUTATIONAL SKILLS							
12. ADD/SUBT NUMBERS <100,000 & AMOUNTS < \$100	87%	90%	89%	89%	89%	88%	1%
13. KNOW MULTIPLICATION AND DIVISION FACTS	95%	93%	92%	97%	96%	96%	1%
14. MULTIPLY WHOLE NUMBERS AND MONEY AMOUNTS	93%	90%	89%	90%	92%	92%	-1%
15. DIVIDE 2- AND 3-DIGIT NUMBERS BY 1-DIGIT NUMBERS	81%	78%	78%	77%	78%	77%	-4%
16. ADD/SUB FRACTIONS - LIKE DENOMINATIONS	81%	66%	66%	76%	81%	81%	0%
ADD FRACTIONS WITH LIKE DENOMS, WITH REGROUPING	52%	60%	60%	63%	**	**	**
ADD/SUBTRACT FRACTIONS WITH UNLIKE DENOMINATORS	38%	39%	39%	30%	**	**	**
17. FIND FRACTIONAL PARTS OF WHOLE NUMBERS	28%	40%	40%	32%	59%	59%	31%
18. ESTIMATE SUMS/DIFFS OF WHOLE NUMBERS/\$ AMTS	56%	55%	54%	63%	55%	56%	0%
19. ESTIMATE PROD/QUOT OF WHOLE NUMBERS/\$ AMTS	61%	59%	59%	57%	52%	53%	-8%
20. ESTIMATE SUMS/DIFFS OF FRACTS AND MIXED #'S	*	*	*	*	30%	31%	*
PROBLEM SOLVING/APPLICATIONS							
21. INTERPRET GRAPHS/TABLES/CHARTS	89%	88%	88%	86%	87%	88%	-1%
22. IDENTIFY GRAPH THAT BEST ILLUSTRATES DATA	89%	92%	92%	95%	94%	94%	5%
23. IDENTIFY NUMBER SENTENCES FROM PROBLEMS	66%	70%	71%	69%	75%	76%	10%
24. SOLVE 1-STEP PROBS INVOLVING WHOLE NUMBERS & \$	79%	79%	80%	78%	83%	83%	4%
25. SOLVE PROBLEMS INVOLVING MAKING CHANGE	82%	82%	82%	81%	84%	83%	1%
26. SOLVE 1-STEP PROBLEMS INVOLVING FRACTIONS	43%	53%	53%	48%	64%	64%	21%
27. SOLVE 2-STEP PROBS INVOLVING WHOLE NUMBERS & \$	57%	56%	55%	60%	61%	61%	4%
28. ESTIMATE REASONABLE ANSWER TO A GIVEN PROBLEM	43%	52%	52%	47%	55%	56%	13%
29. IDENTIFY/SOLVE EXTRANEOUS INFO PROBLEMS	38%	39%	39%	41%	45%	46%	8%
30. IDENTIFY MISSING INFO IN PROBLEM SITUATIONS	75%	75%	75%	71%	71%	72%	-3%
31. SOLVE PROCESS PROBLEMS-DATA ORGANIZATION	63%	64%	64%	65%	66%	66%	3%
MEASUREMENT/GEOMETRY							
32. IDENTIFY GEOMETRIC FIGURES	72%	80%	80%	83%	72%	72%	0%
33. MEASURE/DETERMINE PERIMETERS AND AREAS	33%	38%	39%	36%	43%	43%	10%
34. ESTIMATE LENGTHS AND AREAS	33%	38%	37%	45%	48%	49%	16%
35. PICK APPROP METRIC/CUSTOMARY UNIT AND MEASURE	65%	62%	63%	60%	70%	70%	5%
36. DETERMINE ELAPSED TIME	52%	53%	55%	54%	52%	53%	1%
* = Objective added in 1990 assessment							
** = Objective dropped in 1990 assessment							

CHART 8 **LANGUAGE ARTS: COMPARISON OF THE PERCENT OF STUDENTS** **ACHIEVING MASTERY IN EACH OBJECTIVE FOR 1986 THROUGH 1991**

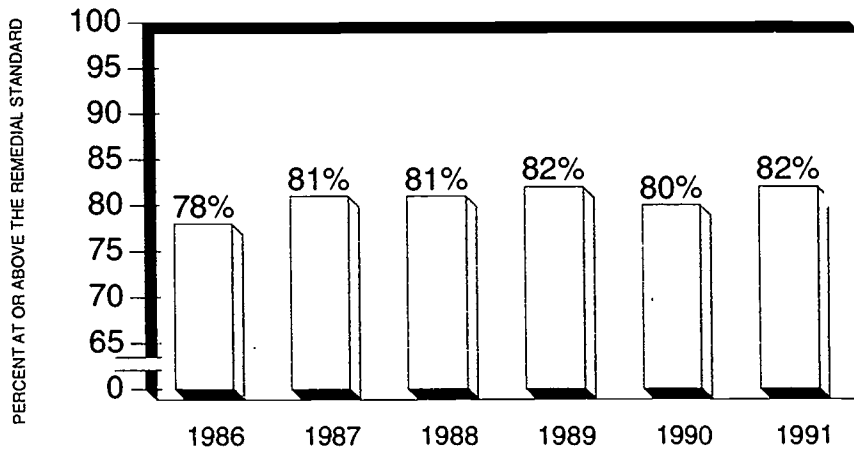
OBJECTIVE	PERCENT OF STUDENTS AT MASTERY						PERCENTAGE POINT GAIN FROM 1986 TO 1991
	1986	1987	1988	1989	1990	1991	
WRITING MECHANICS							
1. CAPITALIZATION AND PUNCTUATION	71%	75%	74%	68%	60%	60%	-11%
2. SPELLING/HOMONYMS/ABBREVIATIONS	73%	73%	72%	76%	83%	82%	9%
3. AGREEMENT	78%	77%	77%	82%	80%	80%	2%
4. TONE	76%	82%	82%	77%	85%	85%	9%
STUDY SKILLS							
5. LOCATING INFORMATION	83%	79%	78%	78%	84%	84%	1%
6. NOTETAKING AND OUTLINING	73%	75%	74%	59%	81%	81%	8%
LISTENING COMPREHENSION							
7. LITERAL	65%	67%	66%	65%	73%	72%	7%
8. INFERENTIAL/EVALUATIVE	65%	82%	82%	70%	73%	73%	8%
READING COMPREHENSION							
9. LITERAL	54%	65%	65%	56%	66%	65%	11%
10. INFERENTIAL	55%	57%	57%	55%	61%	61%	6%
11. EVALUATIVE	56%	62%	63%	55%	62%	63%	7%

CHART 9
COMPARISON OF THE PERCENT OF STUDENTS
SCORING AT OR ABOVE THE REMEDIAL STANDARD
IN EACH SUBJECT AREA FOR 1986 THROUGH 1991



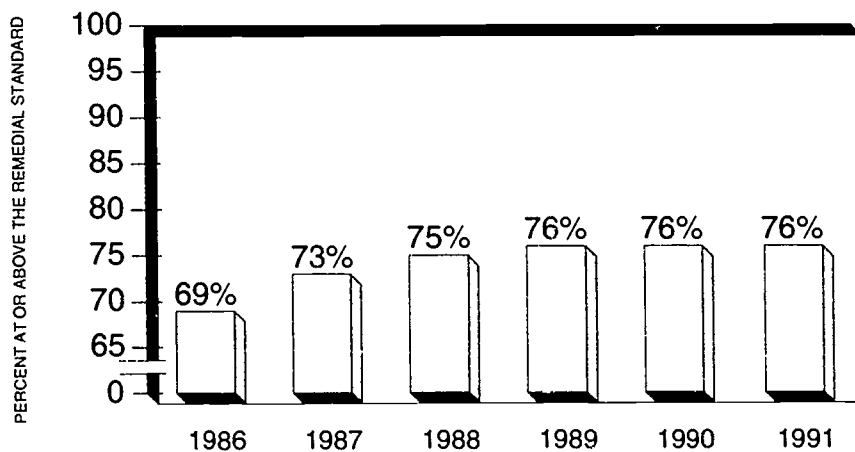
MATHEMATICS

**MATHEMATICS
GROWTH
SINCE 1986
3%**



WRITING

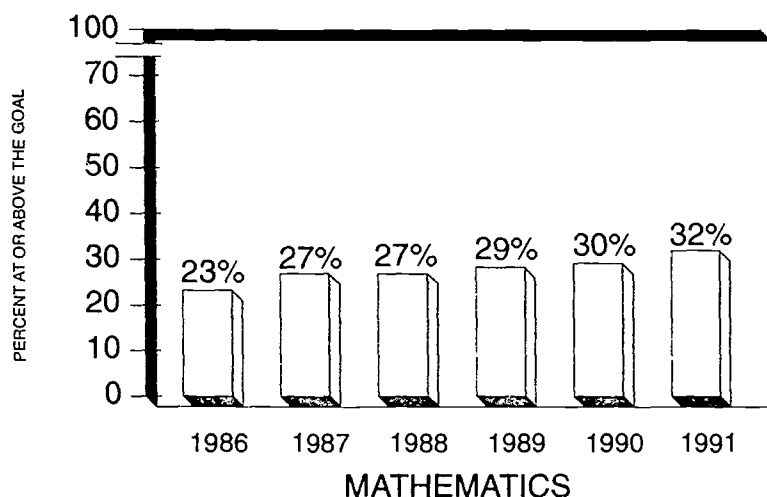
**WRITING
GROWTH
SINCE 1986
4%**



READING

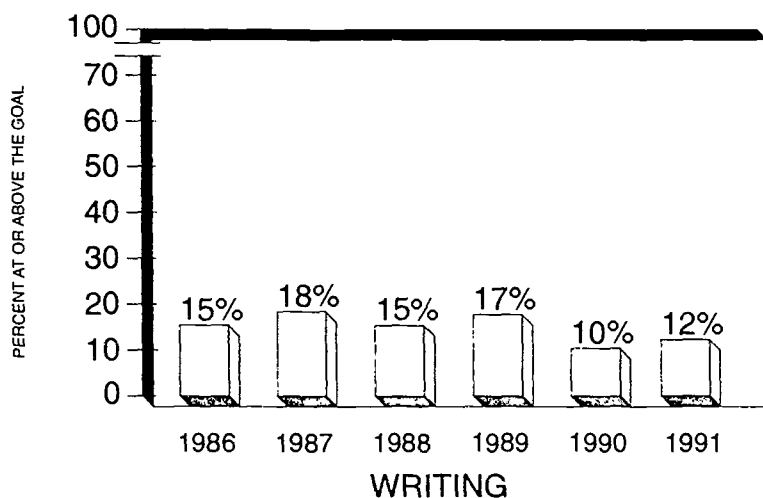
**READING
GROWTH
SINCE 1986
7%**

CHART 10
COMPARISON OF THE PERCENT OF STUDENTS
SCORING AT OR ABOVE THE GOAL
IN EACH SUBJECT AREA FOR 1986 THROUGH 1991



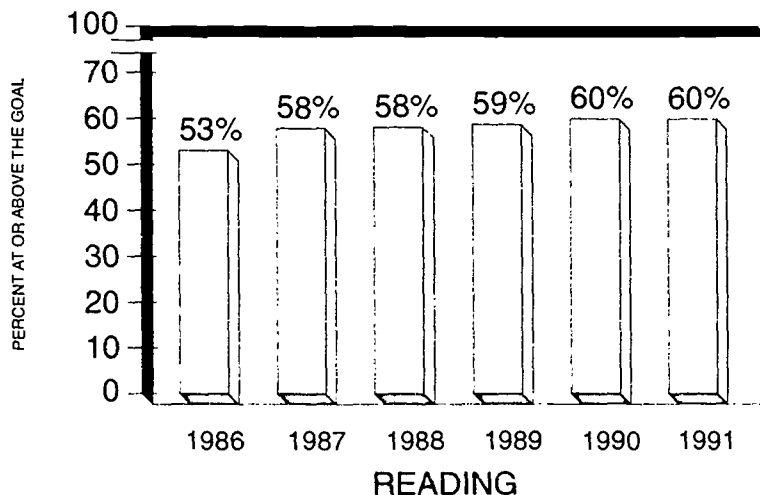
MATHEMATICS
GROWTH
SINCE 1986
9%

MATHEMATICS GOAL IS 31 OF
36 OBJECTIVES MASTERED



WRITING
GROWTH
SINCE 1986
-3%

WRITING GOAL IS 7 ON
A SCALE OF 2 TO 8



READING
GROWTH
SINCE 1986
7%

READING GOAL IS 56 DRP UNITS
WITH 75% COMPREHENSION

CHART 11

COMPARISON OF STUDENT ACHIEVEMENT IN RELATION TO THE REMEDIAL STANDARDS 1986 THROUGH 1991 ADMINISTRATIONS

	1986		1987		1988		1989		1990		1991	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
STUDENTS AT OR ABOVE THE STANDARD:												
ON ALL THREE TESTS	16,994	56.6	17,760	60.2	19,067	62.5	19,512	62.8	20,311	62.7	21,228	62.9
ON TWO OF THE TESTS	6,451	21.5	5,896	20.0	5,922	19.4	6,036	19.4	6,357	19.6	6,522	19.3
ON ONE OF THE TESTS	4,170	13.9	3,633	12.3	3,694	12.1	3,573	11.5	3,646	11.2	3,851	11.4
ON NONE OF THE TESTS	2,435	8.1	2,222	7.5	1,838	6.0	1,951	6.3	2,097	6.5	2,164	6.4
STUDENTS BELOW THE STANDARD:												
ON ALL THREE TESTS	2,167	7.2	1,853	6.3	1,858	5.4	1,698	5.5	1,861	5.7	1,699	5.0
ON TWO OF THE TESTS	4,183	13.9	3,653	12.4	3,650	12.0	3,513	11.3	3,569	11.0	3,789	11.2
ON ONE OF THE TESTS	6,471	21.5	5,628	19.1	5,914	19.4	6,093	19.6	6,373	19.7	6,580	19.5
ON NONE OF THE TESTS	17,229	57.3	18,377	62.3	19,299	63.2	19,768	63.6	20,608	63.6	21,697	64.3
NUMBER OF STUDENTS TESTED	30,050		29,511		30,521		31,072		32,411		33,765	
NUMBER OF STUDENTS BELOW REMEDIAL STANDARD ON ONE OR MORE SUBTESTS (UNDuplicated COUNT)	12,821	42.7	11,134	37.7	11,222	36.8	11,304	36.4	11,803	36.4	12,068	35.7

CHART 12 COMPARISON OF STUDENT ACHIEVEMENT IN RELATION TO THE GOALS 1986 THROUGH 1991 ADMINISTRATIONS

	1986		1987		1988		1989		1990		1991	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
STUDENTS AT OR ABOVE THE STATE GOAL:												
ON ALL THREE TESTS	2,056	6.8	2,674	9.1	2,277	7.5	2,666	8.6	1,881	5.8	2,159	
ON TWO OF THE TESTS	5,975	19.9	6,686	22.7	7,021	23.0	7,584	24.4	8,396	25.9	9,108	
ON ONE OF THE TESTS	8,947	29.8	8,706	29.5	9,402	30.8	9,217	29.7	9,900	30.5	9,992	
ON NONE OF THE TESTS	13,072	43.5	11,445	38.8	11,821	38.7	11,605	37.4	12,234	37.7	12,506	
STUDENTS BELOW THE STATE GOAL:												
ON ALL THREE TESTS	12,750	42.4	11,014	37.3	11,568	37.9	11,233	36.2	11,882	36.7	11,707	
ON TWO OF THE TESTS	9,149	30.4	9,018	30.6	9,558	31.3	9,456	30.4	10,142	31.3	10,317	
ON ONE OF THE TESTS	6,072	20.2	6,785	23.0	7,117	23.3	7,665	24.7	8,470	26.1	9,394	
ON NONE OF THE TESTS	2,079	6.9	2,694	9.1	2,278	7.5	2,698	6.7	1,917	5.9	2,347	
NUMBER OF STUDENTS TESTED	30,050		29,511		30,521		31,072		32,411		33,765	
NUMBER OF STUDENTS ABOVE GOAL ON ONE OR MORE SUBTESTS (UNDULICATED COUNT)												
	16,978	56.5	18,066	61.2	18,700	61.3	19,467	62.7	20,177	62.3	21,259	

The State Department of Education advises against comparing scores between and among school districts. It is more meaningful to compare district results longitudinally within each district. It is also not appropriate or meaningful to sum across the different tests and subtests for comparative purposes because of differences in test length, mastery criteria and remedial standards. These comparisons are inappropriate because it is impossible to identify, solely on the basis of this information, how the average student has performed in the districts being compared. Average scores and standard deviations provide more appropriate comparative information on how well the average student is performing, although many factors may affect the comparability of these statistics as well.

Normative Results

Normative information is provided to indicate how well the average student in Connecticut performs compared to a national sample of students. Norms have been available for the mathematics test, the language arts test and the reading comprehension test since 1987. This year, for the second year, normative information is also being provided for mathematics problem solving. These norms are based on links established between the CMT and the sixth edition of the Metropolitan Achievement Test (MAT-6). The norms are expressed in percentile ranks which provide estimates of group performance relative to the performance of the national MAT-6 norm group. Percentile ranks range from 1 to 99. A percentile rank of 50 represents the score that divides the norm group into two equal parts; half scoring below and half scoring above this value. Each reported percentile rank represents the performance of a nationally representative sample of students in relation to Connecticut student performance.

The following are the total estimated norms for the grade six statewide averages. In the content areas of mathematics, language arts and reading comprehension (not DRP), data are provided for the 1987 through 1991 administrations. Normative information in the content area of mathematics problem solving is presented for the 1990 and 1991 administrations only.

Grade Six

	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Total Mathematics	66	65	71	64	65
Language Arts	65	66	65	65	63
Reading Comprehension	57	58	56	58	58
Mathematics Problem Solving	—	—	—	63	62

Patterns in the data are summarized below.

- o In each content area and administration year, the mean national percentile rankings of Connecticut students substantially exceed the national average (50th percentile rank).
- o The norms for language arts have remained similar to one another over the five years with percentile ranks ranging from 63 to 66 in value. Reading comprehension performance continues to be lower than either mathematics or language arts when compared to a national sample, with percentile ranks ranging from 56 to 58 from 1987 to 1991.

- o With the exception of mathematics increasing to 71 in 1989, the percentile ranks within each content area are quite stable across the five years, differing in value by no more than two points.

It should be pointed out that these norms provide a way to interpret the performance of the average Connecticut student relative to a national sample. They do not address the issue of how Connecticut, as a state, compares to other states. The fact that, in 1991, the average Connecticut student is at the 65th percentile in mathematics does not mean that the state as a whole would be in the 65th percentile if it were compared to other states. A state-by-state achievement testing program has been endorsed by the Council of Chief State School Officers (CCSSO) and the National Governors' Association (NGA) and is in progress using the National Assessment of Educational Progress (NAEP) Program. Connecticut participated in the 1990 trial state assessment for mathematics at grade eight. Results of this assessment were released June 6, 1991 at a national press conference in Washington, D.C. In addition, Connecticut participated in the 1992 trial state assessment in grades four and eight.

Norms Available to Districts

Total mathematics, language arts, reading comprehension and mathematics problem solving norms can also be provided for groups of students at the district level. Each year all districts are notified by the CMT contractor that norms for their own districts and/or schools within their districts are optionally available. In addition, districts are offered all materials and directions to hand-calculate norms for groups of students within their districts (e.g., Chapter I students). There is no charge for either of these services. Any district that requests this information receives it directly from the CMT contractor. No district receives normative information unless it is specifically requested by the superintendent. Approximately one half of Connecticut school districts have requested norms in the past.

Longitudinal Results

In order to interpret student performance across grade levels, vertical scales were developed in the areas of mathematics and reading comprehension. Scaled scores can be used to measure growth over time because CMT scores from all three grade levels have been placed on a common scale. These scales provide a means of monitoring students' academic progress from grade to grade. Before the scales were developed, it was difficult to assess the performance of groups of test takers as they moved from grade to grade because of differences in test length, curriculum content covered and levels of difficulty on the fourth-, sixth- and eighth-grade tests.

Since students who took the fourth-grade test in 1988 subsequently took the sixth-grade test in 1990, change in performance on the test can be assessed across two years' time for the group. Similarly, change in performance can be assessed for 1991 sixth graders who took the grade four test in 1989. Chart 13 (p.30) and Chart 14 (p.31) present overall growth in performance for these two groups of students in the content areas of mathematics and reading comprehension. These results show meaningful growth in both mathematics and reading comprehension for both groups of students from grade four to grade six.

CHART 13 MATHEMATICS (GRADE 4 TO GRADE 6)

Comparison of Average Statewide Mathematics Performance
Grade 4 (1988 Administration) to Grade 6 (1990 Administration) and
Grade 4 (1989 Administration) to Grade 6 (1991 Administration) Using Scale Scores

Results for 1988 Grade 4 Cohort (Class of 1997) and
1989 Grade 4 Cohort (Class of 1998)

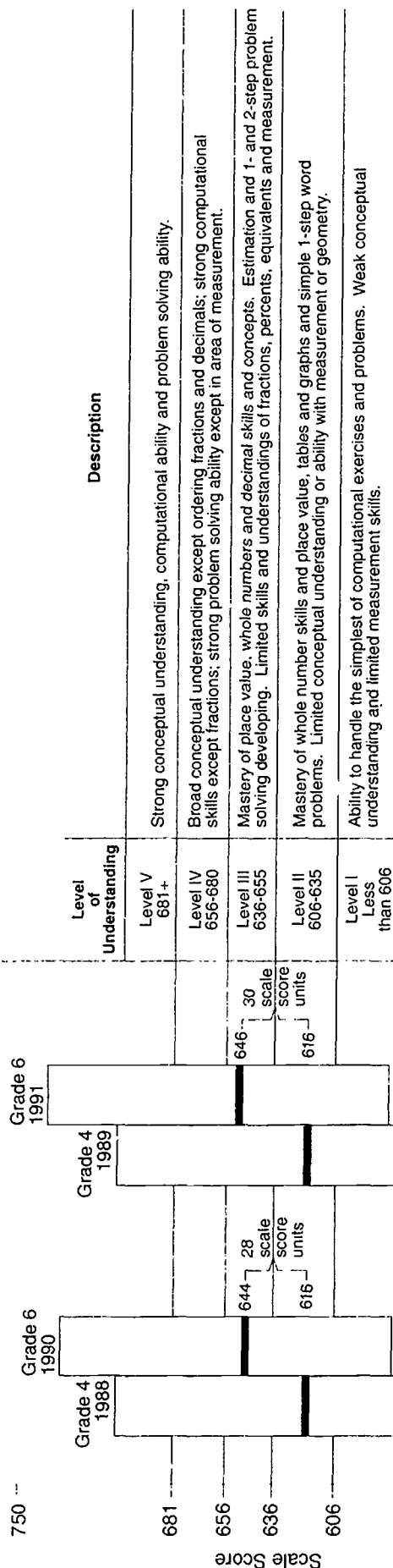
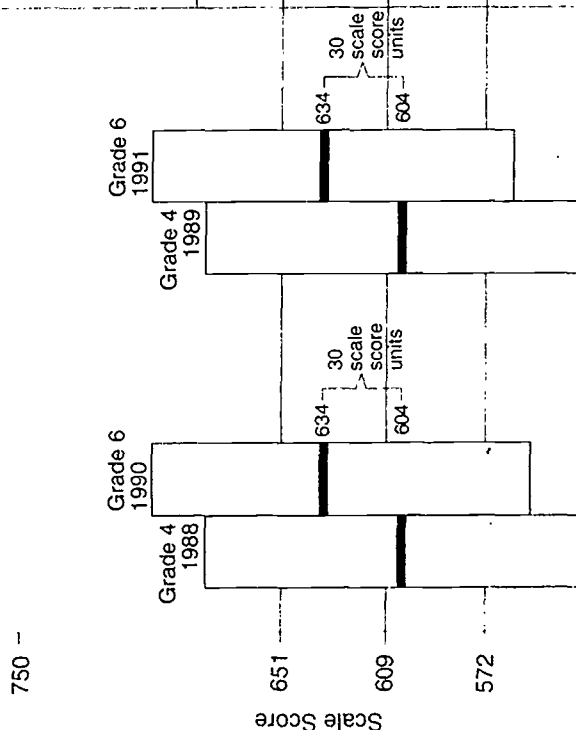


CHART 14 READING COMPREHENSION (GRADE 4 TO GRADE 6)

Comparison of Average Statewide Reading Performance
Grade 4 (1988 Administration) to Grade 6 (1990 Administration) and
Grade 4 (1989 Administration) to Grade 6 (1991 Administration) Using Scale Scores

Results for 1988 Grade 4 Cohort (Class of 1997) and
1989 Grade 4 Cohort (Class of 1998)



— Average Statewide Performance
— Approx. 95% of Reading Scores

Chart 13, for example, shows that the average statewide performance in mathematics, for the group of students who took the fourth-grade test in 1988 and the sixth-grade test in 1990, has moved in a positive direction from Level of Understanding II to Level of Understanding III over the two-year period. While initial results are encouraging, it is still premature to draw definitive conclusions about how much growth to expect as students progress from grade to grade. Such conclusions are possible only after the program has been in effect for several years. It should be noted that each sixth-grade group differs, to some extent, from its respective fourth-grade group because some students entered, while other students exited the Connecticut public school system over the two-year period.

Participation Rate Results

Appendix L (p. 103) presents the number of sixth-grade students in each district and the percents of students who participated in the grade six mastery testing during the fall 1991 statewide administration. Appendix L also shows the percent of students exempted from CMT testing. The alphabetical listing of districts provides the following information for each district:

Column 1	The name of the district
Column 2	The total sixth-grade population at the start of mastery testing
Column 3	The number of students eligible for testing
Column 4	The percent of total population exempted from testing
Columns 5-8	The percent of eligible students tested in each content area

The results in Appendix L illustrate that participation rates by school district on the sixth-grade CMT were quite high, with only a few exceptions. However, the high percentage of students exempted from the CMT, statewide, combined with the large variation in exemption rates among districts, has raised concerns about the fair application of exemption procedures and its impact on students. The Department is currently examining the impact of the exclusion provisions on the CMT programs for Special Education and bilingual students. The results from these analyses are available from the Division of Research, Evaluation, and Assessment.

APPENDIX A
Test Construction

Test Construction

The development of the sixth-grade criterion-referenced mastery test required the formation of seven statewide advisory committees. These included the Mathematics and Language Arts Advisory Committees, the Psychometrics Advisory Committee, the Bias Advisory Committee, the Connecticut Student Assessment Advisory Committee (formerly the Mastery Test Implementation Advisory Committee), and two standard-setting committees, one for mathematics and one for language arts. These committees were comprised of representatives from throughout the state. Members were selected for their area of expertise. Approximately 150 Connecticut educators participated on the mastery test committees which met over 80 times during the first 18 months of test development. (See Acknowledgements, p. v and p. 48.)

Beginning in the spring of 1985, content committees in both language arts and mathematics participated in each stage of the test development process, including assisting the State Department of Education in the selection of The Psychological Corporation as its test contractor. First, the content committees reviewed the curriculum materials prevalent throughout the state and the scope of the national tests in use in Connecticut at the respective grade levels. Additional resources included the Connecticut curriculum guides in mathematics and language arts, developed in 1981, as well as the results of recent Connecticut Assessment of Educational Progress (CAEP) assessments in mathematics and language arts. Next, the committees identified sets of preliminary mathematics and language arts objectives which reflected existing curriculum materials and the goals of the mastery testing program. The content committees defined an objective as an operationalized learning outcome that was fairly narrow and clearly defined.

Four criteria were used in identifying the appropriate learning outcomes or test objectives and in selecting specific test items to be included on the Grade 6 Connecticut Mastery Test (CMT). To have been considered for use, test objectives and items must have been:

- (1) significant and important;
- (2) developmentally appropriate;
- (3) reasonable for most students to achieve; and
- (4) generally representative of what is taught in Connecticut schools.

Once the objectives were identified, item specifications and/or sample items were written. Item specifications are written descriptions of the types and forms of test items that assess an objective. They also prescribe the types of answer choices that can be used with each item.

After the test specifications were written and agreed upon, the test contractor wrote items and response choices for each of the objectives. The items were then reviewed by the content committees. Items which met the criteria of the test specifications and received the approval of the content committees were considered for the pilot test. Before testing, the Bias Advisory Committee reviewed each item for potential discrimination related to gender, race or ethnicity in the language or format of the question or response choices. After their review was completed, the pilot test forms were constructed. Over 1,600 customized Connecticut items were included in the October 1985 grade six pilot test in language arts and mathematics.

The Psychometrics Advisory Committee provided advice concerning other aspects of the pilot test including the sampling design, statistical bias analysis, the design of item specifications and pilot test administration procedures. The recommendations proposed by the Psychometrics Advisory Committee were reviewed and endorsed by the Connecticut Student Assessment Advisory Committee.

Pilot Tests

After the items had been reviewed, twelve test forms (six in mathematics and six in language arts) were piloted for the grade six test. The purpose of several pilot test forms was to ensure that enough test items were included to construct three comparable test forms from the pilot test results.

Over 6,000 grade six students participated in the October 1985 pilot test. In January 1986, the pilot test results were made available to Connecticut State Department of Education (CSDE) staff. The process of selecting items to construct three comparable test forms began by the Bias Advisory Committee examining the pilot test statistics of each item for potential bias. As a result, some items were eliminated from the item pool. From the remaining items, test forms were constructed to be equivalent in content and difficulty at both the objective and total test levels.

Once the items were sorted on this basis, the test contractor prepared three complete forms of the mathematics test and two complete forms of the language arts test. These forms were approved by the content committees. Each form was created to be equal in difficulty and test length. A third language arts test was constructed after a few additional items were piloted as part of a later test administration. Later, during subsequent CMT administrations, enough items were pilot tested to yield two additional test forms. The psychometric procedures used to construct each of these test forms focused primarily on the use of the one-parameter item response model.

Survey

In October 1985, a survey of preliminary grade six mastery test objectives was sent to over 4,000 Connecticut educators. The purpose of the survey was to determine (1) the importance of the proposed mathematics and reading/language arts objectives and (2) whether the objectives were taught prior to the beginning of grade six. Approximately a 45% response rate was achieved which included approximately one-third of the respondents representing urban school districts. Thirty-six of the original thirty-nine mathematics objectives were judged to be important learning skills.

APPENDIX B
Grade Six Mathematics Objectives

Grade Six Mathematics Objectives

The 36 objectives of the sixth-grade mathematics test are listed below. There are four test items for each objective. The number of items in each domain is indicated in the parentheses.

CONCEPTUAL UNDERSTANDINGS (44)

1. Order whole numbers less than one hundred thousand
2. Identify the value of a digit in whole numbers less than one hundred thousand and rewrite whole numbers using expanded notation
3. Rename whole numbers by regrouping 1,000's, 100's, 10's and 1's
4. Round whole numbers less than one hundred thousand to the nearest 1,000, 100 and 10
5. Multiply and divide multiples of 10 and 100 by 10 and 100
6. Identify equivalent fractions and mixed numbers using pictures
7. Identify equivalent fractions and mixed numbers
8. Convert between mixed numbers and improper fractions
9. Identify decimals (.01 to 2.99) from pictorial representations
10. Extend patterns involving numbers and attributes
11. Identify an appropriate procedure for making estimates for whole number computations

COMPUTATIONAL SKILLS (36)

12. Add and subtract 2-, 3- and 4-digit whole numbers and money amounts less than \$100.00
13. Know multiplication and division facts
14. Multiply 2- and 3-digit whole numbers and money amounts less than \$100.00 by 1-digit numbers
15. Divide 2- and 3-digit whole numbers by 1-digit numbers
16. Add and subtract fractions and mixed numbers with like denominators (without regrouping mixed numbers)
17. Find fractional parts of whole numbers
18. Estimate sums and differences of whole numbers and money amounts
19. Estimate products and quotients of whole numbers and money amounts (1-digit factor and 1-digit, whole number divisor)
20. Estimate sums and differences of fractions and mixed numbers

PROBLEM SOLVING/APPLICATIONS (44)

21. Interpret graphs, tables and charts
22. Identify the graph that best illustrates given data
23. Identify number sentences from problems
24. Solve 1-step problems involving whole numbers and money amounts
25. Solve problems involving making change
26. Solve 1-step problems involving fractions
27. Solve 2-step problems involving whole numbers and money amounts
28. Estimate a reasonable answer to a given problem
29. Identify extraneous information in problems and solve problems with extraneous information
30. Identify needed information in problem situations
31. Solve process problems involving the organization of data

MEASUREMENT/GEOMETRY (20)

32. Identify geometric figures
33. Measure/determine perimeters and areas
34. Estimate lengths and areas
35. Select appropriate metric or customary units and measures
36. Determine elapsed time

Performance on all 36 math objectives is reported at the student, classroom, school, district and state levels.

APPENDIX C
Grade Six Language Arts Objectives

Grade Six Language Arts Objectives

There are eleven multiple-choice objectives and two holistic measures, one for reading and one for writing, within the sixth-grade language arts test. The number of items for each content area or objective is indicated in the parentheses.

WRITING MECHANICS (40)

1. Capitalization and Punctuation (12)
2. Spelling (9)
3. Agreement (15)
4. Tone (4)

STUDY SKILLS (16)

5. Locating Information (11)
6. Note-taking and Outlining (5)

LISTENING COMPREHENSION (20)

7. Literal (6)
8. Inferential and Evaluative (14)

READING COMPREHENSION (36)

9. Literal (8)
10. Inferential (14)
11. Evaluative (14)

DEGREES OF READING POWER (77)

WRITING SAMPLE (1)

Holistic scoring is provided for all students. Analytic scoring is provided for students who score at or below the remedial standard of 4 (on a scale of 2-8).

Performance on all eleven Language Arts objectives, the Degrees of Reading Power and the Writing Sample is reported at the student, classroom, school, district and state levels.

APPENDIX D
Remedial (Grant) Standard-Setting Process
and
Standard-Setting Committees

Remedial (Grant) Standard-Setting Process

Background

There are several acceptable strategies for setting standards on criterion-referenced tests. Each of the proposed methods has one or more unique characteristics. One common element to the various methods is that they all offer to the individuals who are setting the standards some process which reduces the arbitrariness of the resulting standard. Different methods accomplish this in different ways. All methods systematize the standard-setting process so that the result accurately reflects the collective informed judgment of those setting the standard.

Types of Standard-Setting Methods

Standard-setting methods can generally be categorized into three types: test question review, individual performance review and group performance review. Test question review methods specify a procedure for standard setters to examine each test question and make a judgment about that question. For example, standard setters might be asked to rate the difficulty or the importance of each question. These judgments are numerically scaled and then combined mathematically to produce a standard. Individual performance review methods also require standard setters to make judgments, but the judgments are made on the basis of examining data that indicate how well individual students perform on test items. These data may be based on actual pilot test results or projected results using mathematical theories. In this method, additional student information, such as grades, may also be used to inform the standard setters. Group performance review methods provide for judgments to be made based on the performance of a reference group of students. That is, standard setters review the group performance and make a determination where the standard should be set based on the group results.

Selection of a Standard-Setting Method

Several factors affect the choice of a particular standard-setting method. The type of test is one consideration. For example, some methods are only appropriate for multiple-choice questions or for single correct answer questions while other methods are more flexible. For instance, time constraints are a consideration if student performance data are necessary. In this case, a pilot test must be conducted and the test results must be analyzed prior to setting the standards. Another consideration is the relative importance of the decisions that will be made on the basis of the standard. For example, a classroom test affecting only a few students would not require as stringent a procedure as would a statewide test determining whether a student is allowed to graduate from high school. Other relevant factors include the number of test items, permanence of the standard, purpose of the test and the extent of available financial and other resources to support the standard-setting process.

On February 4, 1985, the Mastery Test Psychometrics Advisory Committee met to consider the issue of standard-setting procedures and voted unanimously to approve the following proposal.

A PROPOSAL FOR SETTING THE REMEDIAL STANDARDS ON THE CONNECTICUT MASTERY TESTS

1. Two standard-setting committees will be created: one for mathematics and one for reading and writing.
2. This description of a minimally proficient student will be given to each of the committees:

Imagine a student who is just proficient enough in reading, writing and mathematics to successfully participate in his/her regular sixth-grade coursework.

- 3a. In mathematics, an adaptation of the Angoff procedure will be used. The committee will be provided with each item appearing on one form of the mathematics test. The committee will be given the following directions:

Consider a group of 100 of these students who are just proficient enough to be successful in regular sixth-grade coursework. How many of them would be expected to correctly answer each of the questions?

The committee will rate each item. The committee will then be given the opportunity to discuss their rating of each item. Sample pilot data will be presented. Committee members will be given the opportunity to adjust their item ratings. The item ratings will then be averaged in accordance with the Angoff procedure in order to produce a recommended test standard.

- b. In reading, the committee will review and discuss each passage of the Degrees of Reading Power (DRP) test. Student performance data will be presented. The committee will consider the reading difficulty that should be expected of a student at the grade level being tested. The committee members will identify the passage that has the appropriate level of reading difficulty consistent with the above description of a minimally proficient student.
- c. In writing, the committee will read four sample essays. These essays will have been prescored holistically (on a scale from 2 to 8) in order to rank the quality of the essays. Committee members will classify essays into one of three categories: 1) definitely NOT proficient, 2) borderline and 3) definitely proficient. These classifications will be discussed in light of the holistic scores. The committee will then classify approximately twenty-five additional essays. The essay ratings will be discussed in the same manner as the original four essays. When all essays have been discussed, the essays which fell in the borderline category will be focused upon to determine the standard. The committee will determine where, among the borderline essays, the standard should be established.
4. The standards recommended in step 3 will be presented to the Connecticut Student Assessment Advisory Committee (formerly the Mastery Test Implementation Advisory Committee) for discussion and action.

Connecticut's Strategy

Several steps were employed to create an acceptable and valid test standard for Connecticut tests. Initially, a separate standard-setting committee was convened for each test on which standards were to be set. Individuals were chosen to serve as members on the committee on the basis of their familiarity with the area being assessed and the nature of the examinees. One source of such members was the test content committees related to the project. For example, members of the Mathematics Advisory Committee were represented on the committee setting standards for the mathematics mastery test.

The actual procedures used to set standards were an adaptation of a method proposed by William Angoff (1970). This test question review method required members of a standard-setting committee to estimate the probability that a question would be correctly answered by examinees who possess no more than the minimally acceptable knowledge or skill in the areas being assessed. Standard setters then reviewed pilot test data for sample items as further evidence of the appropriateness of the judgments being made. The original probability estimates assigned to each test question were reviewed and adjustments made by the standard setters. The final individual item probabilities were summed to yield a suggested test standard for each member of the committee. The suggested standards were averaged across members of the committee to produce the recommended test standard.

The recommended test standard was presented to the Connecticut Student Assessment Advisory Committee and the State Board of Education.

In mid-March, Mathematics and Language Arts Standard-Setting Committees met to set the remedial standards for the Grade 6 Mastery Test. The following information summarized the results of the standard-setting activities conducted by CSDE staff:

I. Mathematics (144-item test)

Using the procedures previously outlined, the standard setters rated each item and considered the pilot data. Committee members discussed items and were given the opportunity to adjust their initial ratings. The final ratings were averaged to produce a remedial standard. It was recommended that a raw score of 79 be the remedial mathematics standard. Below is a summary of the ratings.

<u>Procedure</u>	<u># Judges</u>	<u>Range %</u>	<u>Mean % Correct</u>	<u>Raw Score</u>
Angoff	20	35-62	55	79

II. Reading (Degrees of Reading Power, 77-item test)

Standard setters used two procedures to establish a remedial reading standard. First, they examined the passages in the Degrees of Reading Power (DRP) test, asking themselves which passage is too difficult for the student who is just proficient enough to successfully participate in sixth-grade coursework. Discussion occurred throughout this selection process.

Second, they examined textbooks which are typically used in grades five and six and selected those textbooks which a minimally proficient student would not be expected to read in order to successfully participate in sixth-grade coursework. Discussion occurred throughout this selection process.

The average readability values of the selected passages and textbooks and the pilot test data were then revealed to the standard setters. The standard setters discussed the readability values and the pilot test data and recommended the DRP unit score of 50 as the remedial standard. This standard was accepted by the State Board of Education at the 75% comprehension level. Below is a summary of the ratings.

<u>Procedure</u>	<u># Judges</u>	<u>Readability Range</u>	<u>Recommended Remedial Standard</u>
A. Test Passage Review	25	49-56 DRP Units	50 DRP Units
B. Textbook Review	25	47-59 DRP Units	

III. Writing (45-minute writing sample)

Using the procedure previously outlined, standard setters read and rated 21 essays written to a narrative prompt and 21 essays written to an expository prompt. After discussions and final ratings, the holistic scores for the papers were revealed to the group. The committee then discussed the appropriate remedial writing standard in light of the degree to which their ratings matched the holistic scores. It was the recommendation of the committee that a holistic writing score of 4 be used as the remedial writing standard. Below is a summary of the ratings.

<u>NARRATIVE PROMPT</u>			
<u>Rating After Discussion</u>			
<u>Holistic Score</u>	<u>Definitely NOT Proficient</u>	<u>Borderline</u>	<u>Definitely Proficient</u>
2	100%	0%	0%
3	72%	0%	28%
4	9%	0%	91%
5	0%	0%	100%
6	4%	0%	96%
7	1%	0%	99%
8	0%	0%	100%

<u>EXPOSITORY PROMPT</u>			
<u>Rating After Discussion</u>			
<u>Holistic Score</u>	<u>Definitely NOT Proficient</u>	<u>Borderline</u>	<u>Definitely Proficient</u>
2	100%	0%	0%
3	100%	0%	0%
4	16%	0%	84%
5	6%	0%	94%
6	0%	0%	100%
7	0%	0%	100%
8	0%	0%	100%

Standard-Setting Committees

LANGUAGE ARTS STANDARD-SETTING COMMITTEE

Cheryl Anderson, Thompson Public Schools
Roberta Bellows, Trumbull Public Schools
Joseph Bibbo, Stonington Public Schools
Dell Britt, Newtown Public Schools
Eileen Brunt, Region School District No. 7
Evelyn Burnham, Region School District No. 7
Dorothy French, Litchfield Public Schools
Marguerite Fuller, Bridgeport Public Schools
Nina Grecenko, Newtown Public Schools
John Hennelly, Old Saybrook Public Schools
David Johnson, Thompson Public Schools
Robert Kinder, CT State Department of Education
Angela Kiss, Windham Public Schools
Jean Klein, Newtown Public Schools
Christopher Kotsaftis, Litchfield Public Schools
Addie Lindsey, Bridgeport Public Schools
Ethan Margolis, Stamford Public Schools
Dick Nelson, Old Saybrook Public Schools
Bruce Olean, Stonington Public Schools
Anne Stasiewski, Norwalk Public Schools
Marcia Van Hise, Trumbull Public Schools
Deborah Wallerstein, Norwalk Public Schools
Susan Webb, Windham Public Schools
Mary Weinland, CT State Department of Education
Mary Wilson, Hartford Public Schools

MATHEMATICS STANDARD-SETTING COMMITTEE

Pat Banning, Windham Public Schools
Barbara Bioty, Windham Public Schools
Betsy Carter, CT State Department of Education
Mitchell Chester, Farmington Public Schools
Jo Anne Davidson, Westport Public Schools
Coretta Dean, Bridgeport Public Schools
Karol DeFalco, New Haven Public Schools
Robert Dingee, Norwalk Public Schools
Ralph Esposito, New Haven Public Schools
Steve Leinwand, CT State Department of Education
Peter Lovely, Bloomfield Public Schools
Ellen Morse, Manchester Public Schools
John O'Neal, Farmington Public Schools
Marilyn Parker, Manchester Public Schools
Scarlett Pipkin, Bridgeport Public Schools
Arlene Schaffer, Ashford Public Schools
Jo Shay, Westport Public Schools
Martha Strickland, Middletown Public Schools
Sylvia Webb, Middletown Public Schools
Joan Webster, Norwalk Public Schools

APPENDIX E

Grade Six Overview of Holistic Scoring

and

Marker Papers for Holistic Scoring

An Overview of Holistic Scoring

Description of the Method

Holistic scoring involves judging a writing sample for its total effect. The scorer makes an overall evaluation taking into account all characteristics which distinguish good writing. No one feature (such as spelling, rhetoric, or organization) should be weighted to the exclusion of all other features. Contributing to the rationale underlying holistic scoring is evidence that:

- o no aspect of writing can be judged independently and result in an overall score of quality;
- o teachers can recognize and concur upon good writing samples; and
- o teachers tend to rank entire pieces of writing in the same way, regardless of the importance they might attach to the particular components of writing.

The scoring scale for holistic scoring is determined by the quality of the specific samples being evaluated. That is, the success of a particular response is determined in relationship to the range of ability reflected in the set of writing samples being assessed.

Preparation for Scoring

Prior to the training/scoring sessions, a committee consisting of Connecticut State Department of Education (CSDE) consultants, representatives of the Language Arts Advisory Committee and other language arts specialists from throughout the state, two chief readers and a project director from Measurement Inc. of Durham, North Carolina, and a reading specialist from The Psychological Corporation met and read a substantial number of essays drawn from the total pool of essays to be scored. Approximately 60 essays were selected to serve as "range-finders" or "marker papers" representing the range of achievement demonstrated in the total set of papers. Copies of those range-finders served as training papers during the scoring workshops which followed. Each range-finder paper was assigned a score according to a four-point scale, where 1 represented a poor paper and 4 represented a superior paper.

Scoring Workshops

During the month of November, several holistic scoring workshops were held in various locations throughout the state. Attendance at the grade six scoring workshops totaled 266 teachers. A chief reader and two assistants were present at every workshop in addition to representatives of the CSDE. Each workshop consisted of a training session and a scoring session.

Training and Qualifying

- o All teachers were shown approximately fourteen range-finder papers. The chief reader discussed each paper and explained the reason why each received its score.

- o All teachers were given a six-paper practice set. They scored the papers independently and recorded the scores on their papers. When all teachers were finished, the chief reader discussed each paper and explained why each received its score.
- o All teachers were given a nine-paper training set. They scored the papers independently, based on an overall impression, and recorded their scores on a monitor sheet as well as on their papers. As they finished reading and scoring, they brought the monitor sheet to the team leader who checked the scores. When all teachers were finished and all monitor sheets were checked, the chief reader discussed the nine-paper set.
- o Regardless of whether or not they qualified on the first training set, all teachers were then given another nine-paper training set. They scored the papers and had the monitor sheets checked. Set Two was not discussed, except with non-qualifiers.
- o Teachers were considered qualified if they scored six or more papers correctly on either set. Teachers who met the standard began scoring actual test papers after Set Two.
- o If any teacher did not qualify, they received additional training by one of the team leaders or by the chief reader away from the scoring room. They had two more opportunities to qualify. Any teacher who failed to qualify would have been excused from the project and paid for one day.

The Scoring Session

Once scorers qualified, actual scoring of the writing exercises began according to the steps outlined below:

- o Scorers read each paper once carefully but quickly and designated a score. Again, the score reflected the scorer's overall impression of the response as it corresponded with the features of written composition which were internalized during the training process.
- o Each paper was read and scored by a second scorer independently of the first, that is, without seeing the score assigned by the first reader. The chief reader had the responsibility of adjudicating any disagreement of more than one point between the judgments of the first two scorers. In other words, adjacent scores (i.e., awarded scores of 4 and 3, 1 and 2, 2 and 3) were acceptable, but larger discrepancies (i.e., scores of 2 and 4, 3 and 1, 1 and 4) were resolved by the chief reader. In general, with successful training, the occurrence of large score discrepancies is rare.
- o The two scores for each paper were added to produce the final score for each student, resulting in scores between 2 and 8.

Understanding the Holistic Scores

Examples of actual student papers which are representative of the scoring range will assist the reader in understanding the statewide standard set for writing and interpreting the test results. Sample papers representing four different holistic scores are presented on the following pages. Note that the process of summing the scores assigned by the two readers expands the scoring scale to account for "borderline" papers. A paper which receives a 4 from both scorers (for a total score of 8) is likely to be better than a paper to which one reader assigns a 4 and another reader assigns a 3 (for a total score of 7). In addition, it should be emphasized that each of the score points represents a range of student papers--some 4 papers are better than others.

A score of Not Scorable (NS) was assigned to student papers in certain cases. A score of NS indicates that the student's writing skills remain to be assessed. The cases in which a score of NS was assigned were as follows:

- o responses merely repeated the assignment;
- o illegible responses;
- o responses in languages other than English;
- o responses that failed to address the assigned topic in any way; and
- o responses that were too brief to score accurately, but which demonstrated no signs of serious writing problems (for example, a response by a student who wrote the essay first on scratch paper and who failed to get very much of it copied).

Both readers had to agree that a paper deserved a NS before this score was assigned. If the two readers disagreed, the chief reader arbitrated the discrepancy. Papers which were assigned a score of NS were not included in summary reports of test results.

Summary Comments

The fact that standards must be maintained and reinforced throughout a scoring session cannot be overemphasized. Holistic scoring depends for its usefulness on consistency of scoring among all scorers throughout the sessions.

CONNECTICUT MASTERY TEST
1991 Grade Six
Writing Assignment

Suppose that your parents or guardians asked you how you would like to spend your summer. What would you choose? Why would you choose this? Explain to your parents or guardians why you chose what you did.

- Choose ONE way you would like to spend your summer.
- Decide why you would like to do this.
- Write to your parents or guardians explaining why you want to spend your summer doing this.

66

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Dear Mom and Dad,

I have thought about what you said, and I think I would like to go to a different amusement park every day. The reason I chose this, I want to see all over the country. If I do this I will have fun while I'm at it. Traveling will be fun but going to amusement parks will make it even funner than it already is. Pat can come to we can go to river side, six flags great adventure, Disney-land, Disney-world. You name it. I think Pat will have a good time too. (I hope) Well that's all for now. Bye.

Score Point: 1

This writer saw the prompt and responded by listing several amusement parks. More information about one or more of these parks would be needed to receive a higher score.

Yours Truly,

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I want to go to California and spend my summer being nothing but having fun. I choose this place because it's fun and you will have a very nice summer. I want to go to California because I think it could be cool and exciting and go some were I have never gone before in my life and it would be nice if you left me go.

Score Point: 1

This writer saw the prompt and responded, but the points are general in nature (fun, cool, and exciting). More information is needed to receive a higher score.

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Dear Mom,

I over heard
you and dad talking on the phone
about our trip we are taking 'I was
wondering if we can go to Florida,
In Florida there is a lot of interesting
stuff for kids to do. I know you
don't want me to be bored like last
year.

In Florida we can meet Mickey Mouse,
Minni Mouse, Goofy, platgand Donald Duck.
We can go to tompra bay, Oceanway, Florida
we can go anywhere in Florida. We
can go to Great Escape, Alpine slides, for
Excitement

I want to go there because
I think I will have a lot of fun
not like in the other places.
your loving son,

Score Point: 2

This response has sufficient specific detail to achieve a "2."
Additional specific details and/or more elaboration of the
existing details would contribute to a higher score.

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Dear Mom + Dad

For my summer I would like to go to
Florida I would like to go there because
I could go to the beach every and have
fun there. Also because I could go to Disney
world and go on all the rides + spend
the night in a big nice hotel. Also
you could go to the movies with
friends and eat popcorn and sit back
and relax watching the movie. Also
another reason why I would like
to go to Florida is because I never
been there and because its a big
and beautiful place were all the
beaches are at. Then August 26th
I'll go home and spend my birth-
day with my parents.

Score Point: 2

This response provides information on the activities which explain
why the writer wishes to go to Florida. Some ideas are linked and
extended. However, some information is very general, such as "the
big, nice hotel." Although the paper is organized, more specific
elaboration is needed for a higher score.

Page 6

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Dear Mom,

I would like to spend my summer visiting my friends and relatives. I wanna spend my summer with my friends and relatives. Cause I haven't seen them for already 2 years. I miss them alot and I want to see how they are doing. I miss my relatives but most of all my friends in New Jersey. Ever since we moved down here to Hartford my life hasn't been the same. I wanna go see my friends so we could have a nice pajama party. And I could sleep over my aunt's house, to tell them all about Hartford. What it's like to live down here how it looks and how the streets are. I could go spend some time in New Jersey for a while to get use to the place again. I could go see the house I use to live in and see how my old neighborhood looks like. See how Landis Avenue is with all them stores. And so I could see my favorite cousin down there in New Jersey too. I could see my aunt my sister's grandmother and my grandmother. So this is how I would like to spend my summer in New Jersey. I hope I could go and have lots of friends. I could also go to this Festival that's always down there. So while I'm down there I'd like to see alot of things I use to see

Page 6

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when I was down there. I'd like to visit alot of people that I haven't seen for a long time. I miss all of my friends and relatives that are down there. I especially wanna see my brother that is down there. He is 16 years old he's in 11th grade and he's graduating next year. He live with his girlfriend, his girlfriends little sister, and his girlfriends parents. So I hope you do n't the favor of letting me go down there for the summer.

Sincerely yours,

SCORE POINT: 3

This writer pauses to elaborate on visiting friends, relatives, and the old neighborhood. There is a mixture of general and specific information given. The personal tone adds to the quality of this essay.

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SWIMMING

I would like to go swimming because it is my favorite sport. My friend's come over and go swimming to. They and I like to play games in the pool like Marco-polo, poolbaseball, jell-house and tag. Swimming helps your muscles to loosen up. We think swimming is a good sport. Almost everyday we go swimming. Let me explain the game Marco-polo is the first the object of the game is when someone gets under water and counts to ten and comes up and says Marco-the people around you say polo and then the person tries to tag someone and then they are it. The next game is pool base ball the object of the game is to hit a ball and run base while the other person tries to get you out. The next game is jail house what you do is one person is it that person goes back and fourth while the other people try to get to the other side with out getting tagged. The last game is tag you run around the pool while some one tries to tag you then you are it. Sometimes we sing songs in the pool. Sometimes me and my friends just swim around that's why I like to swim in my pool in the back yard. I like this sport because it is the funnest sport ever.

Score Points: 3

Page 6

This response is an elaborated list of favorite swimming games. The writing is controlled and organized around the description of each game. The elaboration which follows each game is very specific and relevant, although more development is needed for a higher score.

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Dear Mom + Dad,

Well, you asked me where I wanted to go for the summer, and here's your answer:

First, I want to go to Italy. Why? Because I want to see if there are any over there I would hope to stay with them, and get to know them. I have also heard from my friend Carrie, that they have great shops. I really want Italian clothes and earrings. I want to learn the language, also, so I can communicate to other people while on my trip. I love Italian food, so I want to taste some food that I never tasted before. Sorry, Italian spaghetti would be delicious (not al dente, though).

My next trip would be France. I have always wanted to go to France ever since I was little. They have wonderful shops there, too, and I'd love to pick up French style! I am dying to try some food from France. Their restaurants are the fanciest ones I've ever heard of. They also have pretty cute guys there, too. My mother's father was French, and I would try to find my relatives (if there are any).

Page 6

The French go up in style, and fancy-ness! That's why I want to stay in a hotel room! The language I would learn, also.

After that wonderful trip, I'd come to China. China is a beautiful place to stay or live. Their beautiful clothing and houses makes them famous to me. They are very nice and treat you with respect. I don't have any relatives there, but I would still love to go. Their cute pandas make them important, too. Pandas are adorable, and I would like to learn more about them. I hope to meet some new friends there, so they could teach me the language, and show me around. I think they make the best porcelain dolls I've ever seen! Chinese food is good, especially tonyaki steak. That's the best of all!

Last, but certainly not least, is California. I've never been to Disneyland yet, and I really want to go, because they have Splash Mountain and Florida Dunks 'n' It. I would hope to go to Hollywood to meet famous stars, in person! Now that would be a miracle. I want to see movies or shows that are just being made!

Now that is my answer for my summer vacation!!!!!!

Score Point: 4

Page 7

This essay is organized by place. The developed ideas are specific and relevant to each place. The strength of this essay is its fluency complemented by its personal tone.

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Ex: Mom's List

There are many different places that I would like to spend the summer. One of my choices would be in Honolulu, Hawaii where my grandmother lives. I love going there for vacations. There every fun. I can do all kinds of stuff. I can use my new skateboard to slide down the sidewalks. Or I can go cruising at top speed on my bike.

If I ever get hungry or thirsty, I can walk down to a gas station and buy a soda for 50¢. Every morning I can walk down to the bakery and get a doughnut. Or in the evening I can walk down to Backen Robins and get an ice cream.

One of the main reasons I want to go is to help out Grandmother. I'd do lots of chores for her like getting any groceries that she needs (I can walk to Pathmark). I can help her clean like cleaning out the garage. I can help her with the wall paper job (carrying off all the wallpaper and painting the walls). I even get paid! I can sweep, wash her car or help with the meals. If I ever get bored, there's lots of options. I could go spend a day at the library. They have books, cassette tapes, and audio tapes →

Or if I get real lucky, I might be able to walk to the mall! It's not far away and it's a huge mall! I could spend a whole day there. It even has a movie theater!

Grandmother's house is cozy and warm, even if it is old fashioned. The house has an old elevator where you can go to the cellar, the middle floor and the top floor. Her house is two hours away from our house.

There is a YMCA but it's a long way away. Grandmother could drive me there. There are exercise pools near her house with things like pull up bars and climbing walls. There's two basketball fields and a very big playground.

There are many things that I like about this place and I will tell you most of them. This place may not be special to some people but it is to me. That's why I picked place over other places.

Score Point: 4

This writer chosen to spend the summer with his grandmother and develops a detailed essay about his activities there. A number of activities are cited which are discussed with considerable specific detail. The response is tightly focused and controlled.

APPENDIX F
Grade Six Analytic Rating Guide
and
Marker Papers for Analytic Scoring

Grade Six Analytic Rating Guide

FOCUS: How effectively does the writer unify the paper by a dominant topic?

- 1 = switches and/or drifts frequently from the dominant topic
- 2 = switches and/or drifts somewhat from the dominant topic
- 3 = stays on topic throughout the response

ORGANIZATION: Is there a plan that clearly governs the sequence from the beginning to the end of the response, and is the plan effectively signaled?

- 1 = no discernible plan
- 2 = inferable plan and/or discernible sequence; some signals may be present
- 3 = controlled, logical sequence with a clear plan

SUPPORT/ELABORATION: To what extent is the narrative developed by details that describe and explain the narrative elements (character, action and setting)?

- 1 = vague or sketchy details that add little to the clarity of the response or specific details but too few to be called list-like
- 2 = details that are clear and specific but are list-like, or uneven, or not developed
- 3 = somewhat-developed details that enhance the clarity of the response

CONVENTIONS: To what extent does the student use the conventions of standard written English (e.g., sentence formation, spelling, usage, capitalization, punctuation)?

- 1 = many errors
- 2 = some errors
- 3 = few errors

CONNECTICUT MASTERY TEST

WRITING SAMPLE

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I Want to Spend My Vacation
in The Beach And I want to go
to Riverside Park And I want to
go to alot Of fancy Places. I like
to do this because is my vacation
and because is fun to go the I want
to spend my summer doing this beca-
use I like to go there A because I
do not want to spend my summer
in my house washing dishes and clean-
ing the house and washing the babies
and its go to be boring and my father
and mother want like that because I
am going to be twelve years old and
I supports go out to not only my
brother but me too and I want
like bring in my house doing those
boring stuff.

FOCUS: 3

ORGANIZATION: 1

SUPPORT/ELABORATION: 2

CONVENTIONS: 2

CONNECTICUT MASTERY TEST

WRITING SAMPLE

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FOCUS: 2

ORGANIZATION: 2

SUPPORT/ELABORATION: 2

CONVENTIONS: 3

Dear Mom,

I want to spend my summer with grandma and grandpa. I want to go because I know grandma is sick with cancer. I didn't want to tell you because I know you'll say, Grandpa lost his job because the place is going perait. Grandpa will have to find a way to get the money to get grandma her treatment. Grandpa just had a operation on his back because it might be cancer. For two weeks the doctors are going to take the stitches out of his back. If you let me go I will wash cars to help grandma and grandpa. I will plant and water grandpa's plants. I'll work until grandma and grandpa feel a lot better. Maybe grandpa will let me cut the grass and water it too. I want to see grandma smile again. I love grandma and grandpa very much. I will do anything for them. I miss you and a lot but I don't like living at Aunt house anymore. I want to go to grand ma's house this summer. Aunt is mervy and a pig. Please! Ma!

Page 6

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Dear, Parents

I would like to visit my summer in Florida because I think Florida is better than Hartford. Because Florida has better things than Hartford. Because Florida has better things than Hartford. When I went to see my aunt in Florida, because I haven't seen her for a long time since she moved out of Hartford. And in Florida has stores like the mall, food stores and they downtown is big and long.

FOCUS: 3

ORGANIZATION: 2

SUPPORT/ELABORATION: 1

CONVENTIONS: 2

--	--	--	--	--

Dear Mom,

if I could spend my summer any way I wanted to. I would spend it sky diving because it sounds like fun. My brother has done it before he said it was real fun. it would be so fun for me jumping out of a plane waiting 10 seconds then pulling the string and going up 1000 feet when the parachute opens up.

I would like to do this because I have never done it before and have always wanted to try it and that is mostly why I would want to spend my summer like this and you guys never let me do anything scary.

So mom please let me spend the summer doing something scary and I will be very greatful and give you pictures of me jumping out of the plane and also let me go because this would be real fun for me.

FOCUS: 3

ORGANIZATION: 3

SUPPORT/ELABORATION: 2

CONVENTIONS: 2

Love

your

SON

APPENDIX G

Sample Grade Six Mastery Test Score Reports

- o Class Diagnostic Report
 - Mathematics
- o School by Class Report
 - Mathematics
- o District by School Report
 - Mathematics
- o Class Diagnostic Report
 - Language Arts
- o School by Class Report
 - Language Arts
- o District by School Report
 - Language Arts
- o Parent/Student Diagnostic Report



CONNECTICUT MASTERY TESTING PROGRAM

CLASS DIAGNOSTIC REPORT

MATHEMATICS PART 1 OF 2

PAGE 3

TEACHER: B C
 GROUP CODE: 26161
 SCHOOL: A
 DISTRICT: B DISTRICT
 DISTRICT CODE:

GRADE: 06 FORM: D

TEST DATE: 09/91

NUMBER OF STUDENTS TESTED: 29

NUMBER OF STUDENTS NEEDING
 FURTHER DIAGNOSIS : 9

OBJECTIVES	MASTERY CRITERIA # OF ITEMS CORRECT	NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																	
		CLASS #/%	SCHOOL #/%	DISTRICT #/%															
CONCEPTUAL UNDERSTANDINGS																			
1. Order whole numbers less than 100,000	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	28/97	55/95	1243/87
2. Id place value and use expanded notation	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	22/76	47/81	1086/76
3. Rename whole numbers by regrouping	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3/10	4/7	166/12
4. Round whole numbers	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	18/62	27/47	638/45
5. Multiply/divide numbers by 10 and 100	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15/52	30/52	892/62
6. Identify equiv fractions using pictures	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4/14	8/14	307/21
7. Identify equiv fractions/mixed numbers	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	8/28	19/33	537/38
8. Convert mixed numbers/improper fractions	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5/17	11/19	278/19
9. Identify decimals from pictures	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	13/45	20/34	483/34
10. Extend number/attribute patterns	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	25/86	49/84	1188/83
11. Identify procedure for making estimates	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15/52	26/45	782/55
COMPUTATIONAL SKILLS																			
12. Add/sub whole numbers and money amounts	3 of 4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	22/76	45/78	1266/88
13. Know multiplication and division facts	3 of 4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	27/93	50/86	1330/93
14. Multiply whole numbers and money amounts	3 of 4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	27/93	51/88	1291/90
15. Divide whole numbers by 1-digit numbers	3 of 4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	15/52	29/50	902/63
16. Add/subtract fractions-like denominators	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	20/69	40/69	1000/70
17. Find fractional parts of whole numbers	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	13/45	23/40	515/36
18. Estimate sum/diff of whole #'s and money	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	13/45	24/41	502/35
19. Est prod/quot of whole #'s and money	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	8/28	16/28	438/31
20. Est sum/diff of fractions and mixed #'s	3 of 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3/10	4/7	188/13

\$ INDICATES A SCORE AT OR ABOVE THE STATE GOAL
 * INDICATES A SCORE BELOW THE REMEDIAL STANDARD THIS STUDENT MUST RECEIVE FURTHER DIAGNOSIS

A = ABSENT
 V = VOID

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PROCESS NO. 19150156-3578-06112-1

CLASS DIAGNOSTIC REPORT

CONNECTICUT MASTERY TESTING PROGRAM

L M H K A B J M J A K E L
E I A O N A O I O N I L U

TEACHER: B C
GROUP CODE: 26161
SCHOOL: A
SCHOOL CODE: B DISTRICT
DISTRICT CODE:

TEST DATE: 09/91

NUMBER OF STUDENTS TESTED: 29

NUMBER OF STUDENTS NEEDING
FURTHER DIAGNOSIS : 9
IN MATHEMATICS :

OBJECTIVES

PROBLEM SOLVING AND APPLICATIONS

21. Interpret graphs, tables and charts

22. Identify graph best fitting given data

23. Identify number sentences from problems

24. Solve 1-step probs-whole #'s and money

25. Solve problems involving making change

26. Solve 1-step problems with fractions

27. Solve 2-step probs - whole #'s & money

28. Estimate a reasonable answer

29. Identify/solve extraneous info problems

30. Identify needed information in problems

31. Solve process problems - organizing data

MEASUREMENT AND GEOMETRY

32. Identify geometric figures

33. Measure/determine perimeters and areas

34. Estimate lengths and areas

35. Pick approx metric/cust measures and units

36. Determine elapsed time

MASTERY
CRITERIA
OF ITEMS
CORRECT

NUMBER/PERCENT
OF STUDENTS
MASTERING EACH OBJECTIVE

CLASS #/2 SCHOOL #/2 DISTRICT #/2

24/83 44/76 1007/71
26/90 50/86 1224/86
16/55 27/47 623/44
20/69 38/66 914/64
42/72 1042/73 512/36
11/38 24/41 457/32
7/24 16/28 381/27
3/10 8/14 265/19
11/38 15/26 502/35
13/45 25/43 560/39

16/55 31/53 867/60
2/7 8/14 222/15
6/21 12/21 327/23
18/62 28/48 667/46
9/31 14/24 363/25

AVERAGE NUMBER OF OBJECTIVES MASTERED
(#% AT/ABOVE STATE GOAL)

17.7 16.8 17.5
(2/7) (3/5) (76/5)

#% BELOW REMEDIAL STANDARD

9/31 23/40 573/40

TOTAL NUMBER OF OBJECTIVES MASTERED

(Mathematics State Goal = 31 of 36 objectives mastered)

NUMBER OF ITEMS CORRECT

(Mathematics remedial standard = 79 of 144 items correct)

\$ INDICATES A SCORE AT OR ABOVE THE STATE GOAL

* INDICATES A SCORE BELOW THE REMEDIAL STANDARD THIS STUDENT MUST RECEIVE FURTHER DIAGNOSIS

A = ABSENT

V = VOID

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PROCESS NO. 19150156-3578-0813-1

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SCHOOL BY CLASS REPORT

CONNECTICUT MASTERY TESTING PROGRAM

GRADE: 06 FORM: D TEST DATE: 09/91

SCHOOL: A

SCHOOL CODE: B DISTRICT

DISTRICT CODE:

Scores indicate Number/Percent of students mastering each objective

MATHEMATICS
PART 1 OF 2

NUMBER OF STUDENTS TESTED

OBJECTIVES	MASTERY CRITERIA	26451	26461	26471	SCHOOL	DISTRICT
		22	24	22	68	1442
		%/	%/	%/	%/	%/
CONCEPTUAL UNDERSTANDINGS						
1. Order whole numbers less than 100,000	3 of 4	19/86	22/92	20/95	61/91	1243/87
2. Id place value and use expanded notation	3 of 4	20/91	19/79	17/81	56/84	1086/76
3. Rename whole numbers by regrouping	3 of 4	3/14	4/17	1/5	8/12	166/12
4. Round whole numbers	3 of 4	8/36	10/42	10/48	28/42	638/45
5. Multiply/divide numbers by 10 and 100	3 of 4	16/73	18/75	18/84	52/78	892/62
6. Identify equiv fractions using pictures	3 of 4	4/18	3/13	5/24	12/18	307/21
7. Identify equiv fractions/mixed numbers	3 of 4	5/23	10/42	11/52	26/39	537/38
8. Convert mixed numbers/improper fractions	3 of 4	2/9	4/17	7/33	13/19	278/19
9. Identify decimals from pictures	3 of 4	10/45	10/42	12/57	32/48	483/34
10. Extend number/attribute patterns	3 of 4	20/91	19/79	19/90	58/87	1188/83
11. Identify procedure for making estimates	3 of 4	10/45	14/58	16/76	40/60	782/55
COMPUTATIONAL SKILLS						
12. Add/sub whole numbers and money amounts	3 of 4	21/95	22/92	20/95	63/94	1266/88
13. Know multiplication and division facts	3 of 4	20/91	24/100	21/100	65/97	1330/93
14. Multiply whole numbers and money amounts	3 of 4	20/91	23/96	20/95	63/94	1291/90
15. Divide whole numbers by 1-digit numbers	3 of 4	12/55	17/71	18/86	47/70	902/63
16. Add/subtract fractions-like denominators	3 of 4	16/73	15/63	14/67	45/67	1000/70
17. Find fractional parts of whole numbers	3 of 4	5/23	12/50	10/48	27/40	515/36
18. Estimate sum/diff of whole #'s and money	3 of 4	8/36	6/25	10/48	24/36	502/35
19. Est prod/quot of whole #'s and money	3 of 4	3/14	9/38	8/38	20/30	438/31
20. Est sum/diff of fractions and mixed #'s	3 of 4	3/14	4/17	3/14	10/15	188/13

* State Goal is 31 of 36 Objectives Mastered.
 ** Remedial Standard is 79 of 144 Items Correct.

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PROCESS NO. 19150156-3578-08271-1

DISTRICT BY SCHOOL REPORT

CONNECTICUT MASTERY TESTING PROGRAM

GRADE: 06 FORM: D TEST DATE: 09/91

DISTRICT: B DISTRICT

Scores indicate Number/Percent of students mastering each objective

MATHEMATICS

PART 1 OF 2

NUMBER OF STUDENTS TESTED

OBJECTIVES

CONCEPTUAL UNDERSTANDINGS

1. Order whole numbers less than 100,000
2. Id place value and use expanded notation
3. Rename whole numbers by regrouping
4. Round whole numbers
5. Multiply/divide numbers by 10 and 100
6. Identify equiv fractions using pictures
7. Identify equiv fractions/mixed numbers
8. Convert mixed numbers/improper fractions
9. Identify decimals from pictures
10. Extend number/attribute patterns
11. Identify procedure for making estimates

COMPUTATIONAL SKILLS

12. Add/sub whole numbers and money amounts
13. Know multiplication and division facts
14. Multiply whole numbers and money amounts
15. Divide whole numbers by 1-digit numbers
16. Add/subtract fractions-like denominators
17. Find fractional parts of whole numbers
18. Estimate sum/diff of whole #'s and money
19. Est prod/quot of whole #'s and money
20. Est sum/diff of fractions and mixed #'s

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DISTRICT BY SCHOOL REPORT

GRADE: 06 FORM: D TEST DATE: 09/91

DISTRICT: B DISTRICT

DISTRICT CODE:
 Scores indicate Number/Percent of
 students mastering each objective

MATHEMATICS

PART 2 OF 2

students mastering each objective												SCHOOL H	DISTRICT							
NUMBER OF STUDENTS TESTED												58	1442							
OBJECTIVES	MASTERY CRITERIA											%/	%/							
		48	76	44	55	31	36	41												
PROBLEM SOLVING AND APPLICATIONS																				
21. Interpret graphs, tables and charts	3 of 4	25/52	56/74	26/59	35/64	21/68	26/72	30/73	44/76	1007/71										
22. Identify graph best fitting given data	3 of 4	39/81	62/82	37/84	42/76	21/68	32/89	37/90	50/86	1224/86										
23. Identify number sentences from problems	3 of 4	17/35	27/36	15/34	18/33	10/32	18/50	19/46	27/47	623/44										
24. Solve 1-step probs-whole #'s and money	3 of 4	26/54	47/62	24/55	33/60	15/48	26/72	29/71	38/66	914/64										
25. Solve problems involving making change	3 of 4	31/65	54/71	28/64	34/62	16/52	26/72	25/61	42/72	1042/73										
26. Solve 1-step problems with fractions	3 of 4	17/35	28/37	8/18	13/24	7/23	14/39	13/32	24/41	512/36										
27. Solve 2-step probs - whole #'s & money	3 of 4	11/23	23/30	10/23	6/11	5/16	12/33	9/22	16/28	457/32										
28. Estimate a reasonable answer	3 of 4	8/17	22/29	11/25	9/16	3/10	10/28	4/10	16/28	381/27										
29. Identify/solve extraneous info problems	3 of 4	5/10	15/20	7/16	8/15	2/6	5/14	8/20	8/14	265/19										
30. Identify needed information in problems	3 of 4	11/23	22/29	14/32	21/38	6/19	15/42	17/41	15/26	502/35										
31. Solve process problems - organizing data	3 of 4	15/31	27/36	11/25	15/27	7/23	11/31	17/41	25/43	560/39										
MEASUREMENT AND GEOMETRY																				
32. Identify geometric figures	3 of 4	30/63	46/61	21/48	30/55	21/68	34/94	24/59	31/53	867/60										
33. Measure/determine perimeters and areas	3 of 4	7/15	13/17	5/11	5/9	1/3	1/3	5/12	8/14	222/15										
34. Estimate lengths and areas	3 of 4	5/10	18/24	5/11	11/20	11/35	10/28	7/17	12/21	327/23										
35. Pick approx metric/custom measures and units	3 of 4	21/44	39/52	15/34	25/45	16/52	17/47	16/39	28/48	667/46										
36. Determine elapsed time	3 of 4	12/25	16/21	6/14	11/20	2/6	10/28	8/20	14/24	363/25										
AVERAGE NUMBER OF OBJECTIVES MASTERED												15.6	16.6	14.7	15.3	14.2	18.3	15.6	16.8	17.5
NUMBER/PERCENT OF STUDENTS AT OR ABOVE STATE GOAL*												2/4	2/3	1/2	2/4	0/0	0/0	0/0	3/5	76/5
NUMBER/PERCENT OF STUDENTS BELOW REMEDIAL STANDARD**												21/45	34/46	28/64	27/49	19/61	11/31	14/34	23/40	573/40

* State Goal is 31 of 36 Objectives Mastered.
 ** Remedial Standard is 79 of 144 Items Correct.

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101

CONNECTICUT MASTERY TESTING PROGRAM

CLASS DIAGNOSTIC REPORT

LANGUAGE ARTS

PAGE 2

TEACHER: M H
GROUP CODE: 01151
SCHOOL: A
DISTRICT: B DISTRICT
DISTRICT CODE:

GRADE: 06 FORM: D

TEST DATE: 09/91

NUMBER OF STUDENTS TESTED: 29

NUMBER OF STUDENTS NEEDING
FURTHER DIAGNOSIS : 11
IN WRITING : 11
IN READING : 21

OBJECTIVES

WRITING MECHANICS

1. Capitalization and Punctuation
2. Spelling (words/homonyms/abbreviations)
3. Agreement
4. Tone

STUDY SKILLS

5. Locating Information
6. Notetaking and Outlining
7. Listening COMPREHENSION

8. Inferential and Evaluative
9. Literal

READING COMPREHENSION

10. Inferential
11. Evaluative

MASTERY
CRITERIA
OF ITEMS
CORRECT

9 of 12

7 of 9

11 of 15

3 of 4

8 of 11

3 of 5

4 of 6

10 of 14

6 of 8

10 of 14

10 of 14

TOTAL NUMBER OF OBJECTIVES MASTERED

HOLISTIC MEASURES OF WRITING AND READING

WRITING SAMPLE

**Analytic Scores: Focus
Organization
Support/Elaboration
Conventions
(State Goal = 7 of 8; Remedial Standard = 4 of 8)

DEGREES OF READING POWER (DRP)TM

(State Goal=36 DRP Units) Remedial Standard=50 DRP Units)

* INDICATES A SCORE AT OR ABOVE THE STATE GOAL

* INDICATES A SCORE BELOW THE REMEDIAL STANDARD. THIS STUDENT MUST RECEIVE FURTHER DIAGNOSIS

** ANALYTIC SCORES ARE GIVEN ONLY FOR THOSE STUDENTS WHO SCORED AT OR BELOW THE REMEDIAL STANDARD

1 = NEEDS REMEDIAL ASSISTANCE 2 = BORDERLINE PERFORMANCE 3 = SATISFACTORY PERFORMANCE

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A = ABSENT
V = VOID
NS = NOT SCORABLE

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NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE	
CLASS	DISTRICT
%/2	%/2
9/32	20/35
19/68	46/81
12/43	24/42
16/57	34/60
15/54	33/58
17/61	38/67
13/46	23/40
9/32	16/28
12/43	25/44
10/36	19/33
4/14	7/12
552/39	1059/75
667/48	962/69
823/59	734/53
721/51	534/38
543/38	403/28
563/26	

AVERAGE NUMBER OF
OBJECTIVES MASTERED

4.9	5.0	5.3
#% AT/ABOVE STATE GOALS (#% BELOW REMEDIAL STANDARDS)		
1/3 (11/38)	1/2 (17/29)	76/5 (1334/24)

CONNECTICUT MASTERY TESTING PROGRAM
SCHOOL BY CLASS REPORT

GRADE: 06 FORM: D TEST DATE: 09/91

SCHOOL: A

DISTRICT: B DISTRICT

DISTRICT CODE:

Scores indicate Number/Percent of students mastering each objective

LANGUAGE ARTS

DISTRICT: B DISTRICT											
DISTRICT CODE:											
Scores indicate Number/Percent of students mastering each objective											
NUMBER OF STUDENTS TESTED											
01471											
01461											
01451											
22											
24											
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* State Goal is 7 for Writing. Remedial Standard is 4 for Writing.
 ** State Goal is 56 DRP Units for Reading. Remedial Standard is 50 DRP Units for Reading.

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DISTRICT BY SCHOOL REPORT

CONNECTICUT MASTERY TESTING PROGRAM

GRADE: 06 FORM: D TEST DATE: 09/91

DISTRICT:

DISTRICT CODE:
Scores indicate Number/Percent of
students mastering each objective

NUMBER OF STUDENTS TESTED										DISTRICT
OBJECTIVES	MASTERY CRITERIA									1442
		48	74	44	55	31	36	41	58	
		%	%	%	%	%	%	%	%	%
WRITING MECHANICS										
1. Capitalization and Punctuation	9 of 12	15/31	35/47	15/34	19/37	8/28	17/47	14/35	20/35	552/39
2. Spelling (words/initials/abbreviations)	7 of 9	35/73	46/63	34/77	34/63	18/62	31/86	31/79	46/81	1059/75
3. Agreement	11 of 15	24/50	34/46	16/36	20/38	10/34	13/36	18/45	24/42	667/48
4. Tone	3 of 4	35/73	54/73	33/75	30/58	14/48	24/67	31/78	34/60	962/69
STUDY SKILLS										
5. Locating Information	8 of 11	31/85	46/62	22/50	21/40	7/24	21/58	20/50	33/58	823/59
6. Notetaking and Outlining	3 of 5	21/44	35/48	18/41	23/44	10/34	21/58	20/51	38/67	734/53
LISTENING COMPREHENSION										
7. Literal	4 of 6	25/52	30/41	12/27	28/52	10/34	20/56	16/41	23/40	721/51
8. Inferential and Evaluative	10 of 14	15/31	25/34	8/18	14/26	8/28	12/33	15/38	16/28	1534/28
READING COMPREHENSION										
9. Literal	6 of 8	16/33	28/38	10/23	12/22	6/21	12/33	19/46	25/44	543/38
10. Inferential	10 of 14	10/21	18/25	11/25	8/15	6/21	11/31	17/41	19/33	403/28
11. Evaluative	10 of 14	9/19	17/23	10/23	7/13	5/17	9/25	14/34	7/12	363/26

HOLISTIC MEASURES OF WRITING AND READING

WRITING SAMPLE* NUMBER/PERCENT PRODUCING MATERIAL THAT IS:	HOLISTIC SCORE	DEGREES OF READING POWER (DRP)** NUMBER/PERCENT OF STUDENTS										AT STATED LEVEL	
		%/1	%/2	%/3	%/4	%/5	%/6	%/7	%/8	%/9	%/10	%/11	%/12
Well written with developed supportive detail (At or above the state goal)	7 or 8	8/17	1/1	1/2	11/20	3/10	2/6	3/8	1/2				76/5
Generally well organized with supportive detail	5 or 6	20/42	34/48	14/33	24/44	6/19	18/50	13/33	19/33				506/36
Minimally proficient	4	16/33	19/27	17/40	12/22	9/29	11/31	13/33	21/36				485/35
Below the remedial standard	2 or 3	4/8	17/24	11/26	7/13	13/42	5/14	11/28	17/29				334/24
DEGREES OF READING POWER (DRP)** NUMBER/PERCENT OF STUDENTS	DRP UNIT SCORE	%/1	%/2	%/3	%/4	%/5	%/6	%/7	%/8				%/12
At/above the reading goal for beginning grade 06	56+	4/8	14/19	9/20	5/9	3/10	13/36	9/22	8/14				319/22
Below the reading goal for beginning grade 06	50 to 55	15/31	17/23	4/9	10/19	6/20	18/50	13/32	10/18				285/20
Below the remedial standard	Below 50	29/60	42/58	31/70	38/72	21/70	5/14	19/46	39/68				815/57
VERAAGE NUMBER OF OBJECTIVES MASTERED IN LANGUAGE ARTS		4.9	5.0	4.3	4.1	3.5	5.3	5.5	5.0				5.3
AVERAGE HOLISTIC WRITING SCORE		4.9	4.3	4.1	5.2	4.1	4.7	4.6	4.0				4.3
AVERAGE DRP UNIT SCORE		4.5	4.6	4.6	4.5	4.4	5.4	4.9	4.4				4.7

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* State Goal is 7 for Writing.
Remedial Standard is 4 for Writing.

** State Goal is 56 DRP Units for Reading.
Remedial Standard is 50 DRP Units For Reading.

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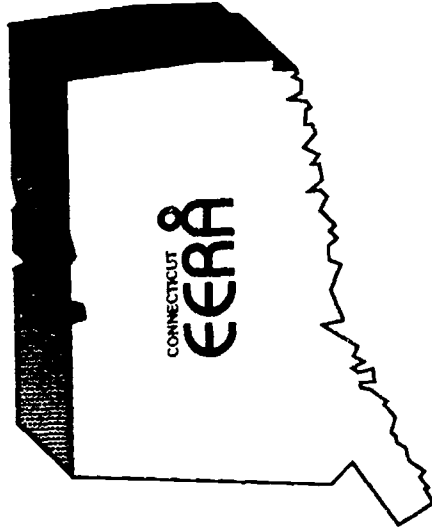
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Connecticut Mastery Testing Program

GRADE 6



PARENT / STUDENT DIAGNOSTIC REPORT

Your child's scores on the Connecticut Mastery Test are reported inside.

For a description of the Connecticut Mastery Testing Program, see the back cover of this folder.

For general information about your local district's testing program, please contact your superintendent of schools.

For further information on the Connecticut Mastery Testing Program, contact: Connecticut State Department of Education, Student Assessment and Testing, Box 2219, Hartford, Connecticut 06145, (203) 566-4008.

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CONNECTICUT MASTERY TESTING PROGRAM

GRADE 6 REPORT

MATHEMATICS



TEACHER: T A
SCHOOL: A
DISTRICT: B DISTRICT

GRADE: 06
TEST DATE: 09/91
FORM: D

STUDENT OBJECTIVES ANALYSIS FOR

U A

OBJECTIVES TESTED	MASTERY CRITERIA		STUDENT SCORE
	NUMBER	CORRECT	
CONCEPTUAL UNDERSTANDINGS			
1. Order whole numbers less than one hundred thousand	3 of 4	4	4
2. Identify the value of a digit in whole numbers less than one hundred thousand and rewrite whole numbers using expanded notation	3 of 4	4	4
3. Rename whole numbers by regrouping 1000's, 100's, 10's and 1's	3 of 4	4	3
4. Round whole numbers less than one hundred thousand to the nearest 1000, 100 and 10	3 of 4	4	4
5. Multiply and divide multiples of 10 and 100 by 10 and 100	3 of 4	4	4
6. Identify equivalent fractions and mixed numbers using pictures	3 of 4	4	4
7. Identify equivalent fractions and mixed numbers	3 of 4	1	4
8. Convert between mixed numbers and improper fractions	3 of 4	4	4
9. Identify decimals (.01 to 2.99) from pictorial representations	3 of 4	4	4
10. Extend patterns involving numbers and attributes	3 of 4	4	4
11. Identify an appropriate procedure for making estimates for whole number computations	3 of 4	4	3
COMPUTATIONAL SKILLS			
12. Add and subtract 2-, 3- and 4-digit whole numbers and money amounts less than \$100.00	3 of 4	4	4
13. Know multiplication and division facts	3 of 4	4	3
14. Multiply 2- and 3-digit whole numbers and money amounts less than \$10.00 by 1-digit numbers	3 of 4	4	4
15. Divide 2- and 3-digit whole numbers by 1-digit numbers	3 of 4	4	3
16. Add and subtract fractions and mixed numbers with like denominators (without regrouping mixed numbers)	3 of 4	4	3
17. Find fractional parts of whole numbers	3 of 4	4	3
18. Estimate sums and differences of whole numbers and money amounts	3 of 4	4	3
19. Estimate products and quotients of whole numbers and money amounts	3 of 4	4	4
20. Estimate sums and differences of fractions and mixed numbers	3 of 4	2	4
PROBLEM SOLVING AND APPLICATIONS			
21. Interpret graphs, tables and charts	3 of 4	3	3
22. Identify the graph that best illustrates given data	3 of 4	4	4
23. Identify number sentences from problems	3 of 4	4	4
24. Solve 1-step problems involving whole numbers and money amounts	3 of 4	4	4
25. Solve problems involving making change	3 of 4	4	4
26. Solve 1-step problems involving fractions	3 of 4	4	4
27. Solve 2-step problems involving whole numbers and money amounts	3 of 4	4	4
28. Estimate a reasonable answer to a given problem	3 of 4	3	3
29. Distinguish necessary from extraneous information and solve problems with extraneous information	3 of 4	2	2
30. Identify needed information in problem situations	3 of 4	4	4
31. Solve process problems involving the organization of data	3 of 4	3	3
MEASUREMENT AND GEOMETRY			
32. Identify geometric figures	3 of 4	3	3
33. Measure/determine perimeters and areas	3 of 4	1	1
34. Estimate lengths and areas	3 of 4	2	2
35. Select appropriate metric or customary measures and units	3 of 4	4	4
36. Determine elapsed time	3 of 4	4	4

This student has attained the state goal in mathematics by mastering 31 of 36 mathematics objectives.

TOTAL NUMBER OF OBJECTIVES MASTERED (out of 36) =	31
(State Goal is 31 of 36 Objectives Mastered)	
NUMBER OF ITEMS CORRECT (out of 144)	121
(Remedial Standard is 79 of 144 items correct)	

COPY 1

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CONNECTICUT MASTERY TESTING PROGRAM

GRADE 6 REPORT

LANGUAGE ARTS

TEACHER: T A
SCHOOL: A
DISTRICT: B DISTRICTGRADE: 06
TEST DATE: 09/91
FORM: DSTUDENT OBJECTIVES ANALYSIS
FOR
U A

OBJECTIVES TESTED

OBJECTIVES TESTED	MASTERY CRITERIA		STUDENT SCORE
	NUMBER CORRECT		
WRITING MECHANICS 1. Capitalization and Punctuation 2. Spelling (words, homonyms, and abbreviations) 3. Agreement (verb tense, subject-object-verb, and pronoun referent) 4. Tone	9 of 12	10	
	7 of 9	8	
	11 of 15	9	
	3 of 4	3	
STUDY SKILLS 5. Locating Information (schedules, maps, indexes, glossaries, dictionaries) 6. Notetaking and Outlining	8 of 11	9	
	3 of 5	2	
LISTENING COMPREHENSION 7. Literal (understands the meanings of ideas clearly stated by a speaker) 8. Inferential and Evaluative (understands the meanings of ideas not clearly stated, but implied, by a speaker and is able to make critical judgments about them)	4 of 6	3	
	10 of 14	7	
READING COMPREHENSION 9. Literal (understands the meanings of ideas clearly stated within a passage) 10. Inferential (understands the meanings of ideas not stated, but implied, within a passage) 11. Evaluative (able to make critical judgments about statements and inferences within a passage)	6 of 8	5	
	10 of 14	7	
	10 of 14	9	
TOTAL NUMBER OF OBJECTIVES MASTERED (out of 11) =			4

WRITING SAMPLE

Holistic Writing Score
(Remedial Standard is 4 of 8)
(Writing Goal is 7 of 8)STUDENT
SCORE

2

This student has scored below the remedial standard on the writing test and demonstrated particular weakness in the area of: Support/Elaboration. School district personnel will provide further diagnosis. If necessary, remedial help will be provided. Questions concerning these scores should be directed to this student's teacher or principal.

DEGREES OF READING POWER (DRP)TMDRP Units (Remedial Standard is 50 DRP Units
Reading Goal is 56 DRP Units)STUDENT
SCORE

55

This student has scored below the reading goal for beginning sixth graders but above the remedial standard.

Degrees of Reading Power and DRP are trademarks owned by Touchstone Applied Science Associates, Inc.

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PROCESS NO. 19151636-4444-00135-1

PARENT/STUDENT DIAGNOSTIC REPORT

Dear Parent:

Inside you will find the results of the Connecticut Mastery Test administered to your child earlier this fall. The test results help to show you and the school district's professional staff how well your child is performing on those skills identified by the State of Connecticut as important for students entering sixth grade to have mastered.

These tests are designed to determine the specific skill levels of students. The test results will be used to:

- provide your school with information for use in assessing the progress of individual students over time;
- provide your school with information based on which improvements in the general instructional program can be made; and
- provide information on appropriate basic skills remedial assistance for students so indicated.

— provide information on appropriate basic skills remedial assistance for students so indicated.

Mastery testing will occur each fall in grades four, six, and eight for all students and in high school for those students for whom retesting is required.

If you have any questions about these test results, please ask your child's teacher(s). The teacher(s) will share with you other observations and recommendations based on experience in working with your son or daughter during the last several months.

Description of the Test

Mathematics: The mathematics test assesses thirty-six (36) specific objectives in four general areas of: (1) Conceptual Understandings; (2) Computational Skills; (3) Problem Solving/Applications; and (4) Measurement/Geometry. Test items evaluate a student's ability to: order, rename and round whole numbers; identify numerical equivalents; extend patterns; compute with whole numbers, decimals and fractions; estimate with whole numbers and money amounts; interpret tables, charts and graphs; solve problems involving whole numbers, money amounts and fractions; identify extraneous and needed information in problems; measure and estimate lengths and areas; and select appropriate measurement units.

Language Arts: The language arts test covers two general areas: Reading/Listening Comprehension, and Writing/Study Skills. There are eleven (11) objectives and two holistic measures, one in reading and one in writing.

The content of Reading/Listening Comprehension consists of narrative, expository, and persuasive passages on a variety of topics measuring a student's reading and listening ability in: (1) Literal Comprehension; (2) Inferential or Interpretive Comprehension; and (3) Evaluative or Critical Comprehension. Audio tapes are used to assess a student's listening comprehension ability. Also used is the "Degrees of Reading Power" (DRP) Test which includes eleven (11) passages and seventy-seven (77) test items. It is designed to measure a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty.

The content of Writing/Study Skills consists of three components. First, writing skills are directly assessed. A student is asked to write on a designated topic. The writing is judged on the student's demonstrated ability to convey information in a coherent and organized fashion. Second, the test assesses the mechanics of good writing, which are defined as: (1) Capitalization and Punctuation; (2) Spelling (words, homonyms, and abbreviations); (3) Agreement; and (4) Tone. Finally, the test assesses Study Skills, defined as Locating Information (schedules, maps, index/glossary references, and dictionary usage) and Outlining and Notetaking. This part of the test measures a student's ability to find and use information from listed sources, and to make notes from audio tapes.

APPENDIX H
Fall 1991 Grade Six
State by District Report:
Mathematics

STATE BY DISTRICT REPORT

OBJECTIVES TESTED			TOTAL MATH																											
CONCEPTUAL UNDERSTANDINGS	COMPUTATIONAL SKILLS	PROBLEM SOLVING AND APPLICATIONS	MEASUREMENT AND GEOMETRY																											
id place value and use expanded notation order whole numbers less than 100,000 round whole numbers multiply/divide numbers by 10 and 100 id equivalent fractions using pictures id equivalent fractions & mixed numbers convert mixed #'s/improper fractions identify decimals from pictures extend number/attribute patterns id procedure for making estimates add/sub whole numbers and money amounts know multiplication and division facts multiply whole numbers & money amounts divide whole numbers by 1-digit numbers add/sub fractions-like denominators find fractional parts of whole numbers est sum/diff of whole #'s and money est prod/quot of whole #'s and money interpret graphs, tables and charts id graph best fitting given data id number sentences from problems solve 1-step probs-whole #s & money solve problems involving making change solve 1-step problems with fractions solve 2-step probs-whole numbers & \$ estimate a reasonable answer id and solve extraneous info problems id needed information in problems solve process problems-data organization identify geometric figures measure/determine perimeters and areas estimate lengths and areas pick approp metric/cust measures & units determine elapsed time	id procedure for making estimates add/sub whole numbers and money amounts know multiplication and division facts multiply whole numbers & money amounts divide whole numbers by 1-digit numbers add/sub fractions-like denominators find fractional parts of whole numbers est sum/diff of whole #'s and money est prod/quot of whole #'s and money est sum/diff of fractions & mixed #'s interpret graphs, tables and charts id graph best fitting given data id number sentences from problems solve 1-step probs-whole #s & money solve problems involving making change solve 1-step problems with fractions solve 2-step probs-whole numbers & \$ estimate a reasonable answer id and solve extraneous info problems id needed information in problems solve process problems-data organization identify geometric figures measure/determine perimeters and areas estimate lengths and areas pick approp metric/cust measures & units determine elapsed time	id and solve extraneous info problems estimate a reasonable answer solve 2-step probs-whole numbers & \$ solve 1-step problems with fractions solve problems involving making change solve 1-step probs-whole #s & money id number sentences from problems id graph best fitting given data interpret graphs, tables and charts est sum/diff of fractions & mixed #'s est prod/quot of whole #'s and money est sum/diff of whole #'s and money find fractional parts of whole numbers add/sub fractions-like denominators divide whole numbers by 1-digit numbers add/sub whole numbers & money amounts know multiplication and division facts multiply whole numbers & money amounts divide whole numbers by 1-digit numbers add/sub fractions-like denominators find fractional parts of whole numbers est sum/diff of whole #'s and money est prod/quot of whole #'s and money est sum/diff of fractions & mixed #'s interpret graphs, tables and charts id graph best fitting given data id number sentences from problems solve 1-step probs-whole #s & money solve problems involving making change solve 1-step problems with fractions solve 2-step probs-whole numbers & \$ estimate a reasonable answer id and solve extraneous info problems id needed information in problems solve process problems-data organization identify geometric figures measure/determine perimeters and areas estimate lengths and areas pick approp metric/cust measures & units determine elapsed time	determine elapsed time pick approp metric/cust measures & units estimate lengths and areas measure/determine perimeters and areas identify geometric figures solve process problems-data organization id needed information in problems id and solve extraneous info problems estimate a reasonable answer solve 2-step probs-whole numbers & \$ solve 1-step problems with fractions solve problems involving making change solve 1-step probs-whole #s & money id number sentences from problems id graph best fitting given data interpret graphs, tables and charts est sum/diff of fractions & mixed #'s est prod/quot of whole #'s and money est sum/diff of whole #'s and money find fractional parts of whole numbers add/sub fractions-like denominators divide whole numbers by 1-digit numbers add/sub whole numbers & money amounts know multiplication and division facts multiply whole numbers & money amounts divide whole numbers by 1-digit numbers add/sub fractions-like denominators find fractional parts of whole numbers est sum/diff of whole #'s and money est prod/quot of whole #'s and money est sum/diff of fractions & mixed #'s interpret graphs, tables and charts id graph best fitting given data id number sentences from problems solve 1-step probs-whole #s & money solve problems involving making change solve 1-step problems with fractions solve 2-step probs-whole numbers & \$ estimate a reasonable answer id and solve extraneous info problems id needed information in problems solve process problems-data organization identify geometric figures measure/determine perimeters and areas estimate lengths and areas pick approp metric/cust measures & units determine elapsed time	Percent of Students Meeting State Goal Percent of Students Needing Further Diagnosis Average Number of Objectives Mastered																										
SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																														
DISTRICT	NUMBER TESTED	T	E	O	R	G																								
ANDOVER	27	4	3	100	100	70	74	85	81	67	56	33	93	89	89	81	81	74	74	74	81	74	93	52	78	100	74	29.1	7	
ANSONIA	166	5	6	94	86	30	65	83	55	60	49	47	92	79	92	92	79	92	92	79	92	92	79	92	79	92	79	24.7	11	
ASHFORD	49	6	4	96	94	55	80	82	73	61	51	57	96	90	90	90	90	90	90	90	90	90	90	90	90	90	90	27.3	6	
AVON	176	4	1	97	98	61	85	89	80	86	82	73	99	93	93	93	93	93	93	93	93	93	93	93	93	93	93	30.7	2	
BARKHARTSTED	45	6	3	98	100	53	64	91	62	69	16	53	100	87	87	87	87	87	87	87	87	87	87	87	87	87	87	27.5	0	
BERLIN	192	4	3	97	97	45	81	81	72	70	53	65	97	90	90	90	90	90	90	90	90	90	90	90	90	90	90	27.8	6	
BETHANY	60	4	2	97	93	37	80	88	62	67	42	50	97	77	77	77	77	77	77	77	77	77	77	77	77	77	77	25.8	12	
BETHEL	227	4	4	95	93	47	76	86	61	70	56	61	95	82	82	82	82	82	82	82	82	82	82	82	82	82	82	27.2	8	
BLOOMFIELD	168	2	4	96	90	46	60	73	52	42	58	95	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	25.8	6	
BOLTON	63	4	2	94	84	48	81	86	76	84	62	70	98	92	92	92	92	92	92	92	92	92	92	92	92	92	92	23.7	14	
BOZRAH	28	5	3	96	100	32	75	75	64	62	46	49	98	86	86	86	86	86	86	86	86	86	86	86	86	86	86	28.3	8	
BRANFORD	245	3	4	94	91	40	69	84	64	62	46	49	98	86	86	86	86	86	86	86	86	86	86	86	86	86	86	27.1	7	
BRIDGEPORT	144	2	7	87	76	12	45	62	21	38	19	34	83	55	55	55	55	55	55	55	55	55	55	55	55	55	55	26.5	7	
BRISTOL	568	3	6	95	93	35	71	76	53	61	35	57	92	76	76	76	76	76	76	76	76	76	76	76	76	76	76	17.5	40	
BROOKFIELD	177	4	2	96	93	53	71	90	67	53	45	69	94	79	79	79	79	79	79	79	79	79	79	79	79	79	79	24.3	16	
BROOKLYN	96	6	5	95	98	57	64	84	72	61	40	57	97	77	77	77	77	77	77	77	77	77	77	77	77	77	77	26.7	8	
CANAAN	14	6	4	100	92	38	69	69	46	54	46	85	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77	25.6	17	
CANTERBURY	89	6	3	99	91	38	63	93	71	70	84	65	93	76	76	76	76	76	76	76	76	76	76	76	76	76	76	25.6	17	
CANTON	90	4	2	98	96	66	79	94	84	86	72	70	98	83	83	83	83	83	83	83	83	83	83	83	83	83	83	28.4	2	
CHAPLIN	37	6	5	95	97	43	68	84	57	62	43	51	95	78	78	78	78	78	78	78	78	78	78	78	78	78	78	29.0	14	
CHESTER	335	2	2	97	98	49	81	84	72	71	48	64	99	87	87	87	87	87	87	87	87	87	87	87	87	87	87	27.7	5	
CHESTER	36	6	3	100	97	47	72	92	78	78	39	58	100	92	92	92	92	92	92	92	92	92	92	92	92	92	92	27.6	6	
CLINTON	173	5	4	97	94	60	77	73	76	50	58	67	98	80	80	80	80	80	80	80	80	80	80	80	80	80	80	25.4	12	
COLCHESTER	142	5	5	94	95	45	64	68	63	63	60	66	93	75	75	75	75	75	75	75	75	75	75	75	75	75	75	24.7	9	
COLBROOK	15	6	3	87	90	60	73	53	33	47	40	60	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	23.3	13	
COLUMBIA	51	5	3	96	90	69	67	76	78	67	51	59	98	67	67	67	67	67	67	67	67	67	67	67	67	67	67	25.9	10	
CORNWALL	16	6	3	100	100	100	100	100	100	100	94	88	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	34.8	0
COVENTRY	147	4	3	89	93	44	70	74	61	61	40	53	93	76	76	76	76	76	76	76	76	76	76	76	76	76	76	25.2	13	

STATE BY DISTRICT REPORT

OBJECTIVES TESTED			TOTAL MATH																																							
CONCEPTUAL UNDERSTANDINGS		COMPUTATIONAL SKILLS	PROBLEM SOLVING AND APPLICATIONS	MEASUREMENT AND GEOMETRY																																						
id place value and use expanded notation order whole numbers less than 100,000 rename whole numbers by regrouping round whole numbers multiply/divide numbers by 10 and 100 id equivalent fractions using pictures id equivalent fractions & mixed numbers convert mixed #'s/improper fractions identify decimals from pictures extend number/attribute patterns id procedure for making estimates add/sub whole numbers and money amounts know multiplication and division facts multiply whole numbers & money amounts divide whole numbers by 1-digit numbers add/sub fractions-like denominators find fractional parts of whole numbers est sum/diff of whole #'s and money est prod/quot of whole #'s and money interpret graphs, tables and charts id graph best fitting given data id number sentences from problems solve 1-step probs-whole #'s & money solve problems involving making change solve 1-step problems with fractions solve 2-step probs-whole numbers & \$ estimate a reasonable answer id and solve extraneous info problems id needed information in problems solve process problems-data organization identify geometric figures measure/determine perimeters and areas estimate lengths and areas pick approp metric/cust measures & units determine elapsed time		est sum/diff of whole #'s and money est prod/quot of whole #'s and money find fractional parts of whole numbers add/sub fractions-like denominators divide whole numbers by 1-digit numbers multiply whole numbers & money amounts know multiplication and division facts multiply whole numbers & money amounts divide whole numbers by 1-digit numbers add/sub fractions-like denominators find fractional parts of whole numbers est sum/diff of whole #'s and money est prod/quot of whole #'s and money interpret graphs, tables and charts id graph best fitting given data id number sentences from problems solve 1-step probs-whole #'s & money solve problems involving making change solve 1-step problems with fractions solve 2-step probs-whole numbers & \$ estimate a reasonable answer id and solve extraneous info problems id needed information in problems solve process problems-data organization identify geometric figures measure/determine perimeters and areas estimate lengths and areas pick approp metric/cust measures & units determine elapsed time	id number sentences from problems solve 1-step probs-whole #'s & money solve problems involving making change solve 1-step problems with fractions solve 2-step probs-whole numbers & \$ estimate a reasonable answer id and solve extraneous info problems id needed information in problems solve process problems-data organization identify geometric figures measure/determine perimeters and areas estimate lengths and areas pick approp metric/cust measures & units determine elapsed time	Percent of Students Meeting State Goal Percent of Students Needing Further Diagnosis Average Number of Objectives Mastered																																						
TEST DATE: 09/91																																										
DISTRICT	NUMBER TESTED	T O R G	SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE												TOTAL MATH																											
CROWELL	122	4	98	97	63	75	85	70	70	57	61	94	92	88	97	94	84	86	58	66	57	37	93	99	88	91	92	80	72	73	57	86	77	84	70	64	80	57	27.9	3	46	
DANBURY	530	3	92	87	51	67	82	63	66	58	59	94	81	89	96	96	79	86	75	62	56	38	90	96	77	84	97	69	64	64	46	71	71	80	59	51	79	55	26.2	13	41	
DARIEN	201	2	100	97	49	83	91	78	72	70	74	98	88	95	100	98	93	87	69	76	74	40	96	98	91	86	93	83	86	73	64	92	79	79	58	63	81	66	29.2	3	53	
DEEP RIVER	43	6	98	98	42	79	86	72	63	49	58	100	98	91	100	100	93	91	67	70	58	35	95	100	95	95	95	81	79	67	72	88	86	81	77	49	84	60	28.6	2	40	
DERBY	86	5	98	81	21	53	72	35	63	51	52	94	79	76	100	97	80	78	53	52	47	22	93	98	77	90	90	57	59	50	42	66	60	65	44	50	67	48	23.8	6	20	
EASTFORD	17	1	100	82	29	65	65	71	47	47	94	76											88	88	76	82	88	71	71	41	65	82	71	65	47	65	88	65	24.5	18	29	
EAST GRANBY	45	2	100	96	60	89	91	84	82	51	78	91	89										82	96	91	96	93	78	78	80	78	91	62	76	73	56	82	78	29.7	2	51	
EAST HADDAM	95	5	97	96	71	76	81	65	65	48	56	94	81										96	98	86	93	86	75	72	75	53	83	75	81	40	59	84	52	27.2	6	37	
EAST HAMPTON	156	3	97	95	59	75	75	70	71	48	67	99	81										94	97	92	91	89	72	72	71	65	56	86	76	80	50	52	77	60	27.3	5	40
EAST HARTFORD	390	2	96	86	40	71	82	57	63	51	59	95	78										91	97	77	84	85	67	59	56	43	72	61	71	51	47	74	51	25.2	10	28	
EAST HAVEN	231	2	98	90	46	66	78	62	55	39	65	97	77										90	95	78	86	86	66	63	61	44	66	69	58	30	47	70	55	25.2	16	30	
EAST LYME	189	4	95	94	65	76	90	75	67	64	59	94	85										93	98	90	90	86	79	71	67	56	85	76	78	63	59	79	67	27.4	8	44	
EASTON	65	4	97	100	51	85	94	80	71	65	52	98	89										94	98	97	95	94	83	80	75	62	97	85	78	82	65	91	69	29.9	2	58	
EAST WINDSOR	71	4	97	97	52	73	93	75	58	51	63	94	92										92	96	89	92	93	72	70	62	59	86	75	85	39	63	76	61	27.6	6	44	
ELLINGTON	149	4	97	96	47	82	83	61	57	38	68	97	85										97	97	89	95	91	76	75	69	67	87	78	67	36	56	71	67	27.2	5	36	
ENFIELD	421	3	97	94	53	67	81	69	58	46	53	97	89										91	97	77	87	89	91	76	71	65	67	78	76	88	46	55	84	57	26.2	9	34
ESSEX	56	6	98	95	46	77	75	63	61	39	54	95	79										91	98	87	89	91	76	71	65	67	78	76	88	46	55	84	57	26.5	4	40	
FAIRFIELD	466	2	99	96	47	84	91	82	79	61	70	99	90										95	99	87	95	90	80	82	76	67	89	82	84	48	64	85	71	29.2	3	54	
FARMINGTON	232	4	96	96	48	87	78	74	74	65	43	91	91										91	96	96	96	91	83	78	65	65	81	83	87	74	61	96	61	30.2	4	64	
FRANKLIN	23	5	97	93	50	84	83	78	70	53	75	98	83										90	98	88	92	90	79	80	68	65	87	78	82	37	60	77	67	27.7	6	45	
GLASTONBURY	365	4	96	96	39	85	89	67	65	56	68	95	86										91	94	91	93	88	76	70	62	65	89	76	71	40	62	76	60	27.4	7	39	
GRANBY	139	4	97	93	52	82	85	76	71	57	68	97	86										95	96	85	89	85	75	70	61	81	71	80	65	58	82	66	28.1	7	50		
GREENWICH	402	2	97	95	52	82	85	76	71	57	68	97	86										88	95	78	79	85	64	57	54	46	77	60	71	35	46	71	49	22.6	16	26	
GRISHOLD	141	4	96	93	49	76	77	62	42	60	93	79											90	93	68	76	79	56	56	48	42	70	63	67	35	46	71	49	24.5	23	23	
GROTON	466	3	95	93	45	71	79	65	45	44	58	94	76										95	96	85	91	89	71	71	59	54	87	75	75	42	61	85	66	26.3	7	35	
GUILFORD	263	4	95	93	30	67	84	55	57	50	57	93	73										89	93	75	84	81	68	61	58	45	72	67	67	48	51	66	60	24.7	17	30	
HAMDEN	387	2	100	95	53	68	68	74	79	58	53	95	74										95	100	68	79	79	74	63	47	32	84	63	100	68	63	79	74	25.3	5	57	
HAMPTON	19	5	4																																							

STATE BY DISTRICT REPORT

OBJECTIVES TESTED			TOTAL MATH		
CONCEPTUAL UNDERSTANDINGS			MEASUREMENT AND GEOMETRY		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
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TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
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PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
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TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS		
PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY		
TOTAL MATH			MEASUREMENT AND GEOMETRY		
CONCEPTUAL UNDERSTANDINGS			PROBLEM SOLVING AND APPLICATIONS		
COM					

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 09/91

DISTRICT	NUMBER TESTED	T E O R C G	OBJECTIVES TESTED					TOTAL MATH	
			CONCEPTUAL UNDERSTANDINGS	COMPUTATIONAL SKILLS	PROBLEM SOLVING AND APPLICATIONS	MEASUREMENT AND GEOMETRY		Percent of Students Meeting State Goal	Percent of Students Needing Further Diagnosis
			id place value and use expanded notation order whole numbers less than 100,000 round whole numbers multiply/divide numbers by 10 and 100 id equivalent fractions using pictures id equivalent fractions & mixed numbers convert mixed #'s/improper fractions identify decimals from pictures extend number/attribute patterns id procedure for making estimates add/sub whole numbers and money amounts know multiplication and division facts multiply whole numbers & money amounts divide whole numbers by 1-digit numbers find fractional parts of whole numbers est sum/diff of whole #'s and money est sum/diff of fractions & mixed #'s interpret graphs, tables and charts id graph best fitting given data id number sentences from problems solve 1-step probs-whole #'s & money solve problems involving making change solve 1-step problems with fractions estimate a reasonable answer id and solve extraneous info problems id needed information in problems solve process problems-data organization identify geometric figures measure/determine perimeters and areas estimate lengths and areas pick approp metric/cust measures & units determine elapsed time					Average Number of Objectives Mastered	Percent of Students Meeting State Goal
NORFOLK	136	4	92 85 38 77 69 62 85 69 54 92 77	77 92 77 69 92 54 46 38 31	92 85 85 77 77 69 77 46 38 85 69	54 62 69 77 46	24.8	8	23
NORTH BRANFORD	173 4	3	96 90 23 64 76 60 47 43 44 92 77	84 97 91 82 79 46 53 55 27	95 98 88 94 90 71 74 62 51 83 76	83 46 49 84 56	25.2	12	25
NORTH CANAAN	35 6	4	94 77 23 60 80 46 40 34 66 83 69	94 94 88 71 38 50 53 6	83 94 74 91 86 69 46 51 40 71 57	82 32 47 76 38	22.6	18	21
NORTH HAVEN	212 2	3	95 92 38 66 83 64 62 60 48 93 69	87 98 94 74 82 62 63 58 39	92 95 83 90 87 73 67 68 48 76 74	66 37 54 61 58	25.6	9	34
NORTH STONINGTON	75 5	3	96 96 29 76 84 60 61 28 71 89 85	97 99 97 91 89 47 64 69 27	95 99 79 88 91 71 75 65 56 84 75	61 31 53 81 53	20.5	5	32
NORWALK	656 3	6	91 86 27 55 65 42 41 27 50 89 68	77 90 85 66 74 40 37 57 32	77 86 62 70 71 47 45 40 32 56 52	71 33 36 62 39	20.5	33	17
NORWICH	401 3	6	95 93 44 70 80 53 60 41 56 93 78	90 96 84 81 82 65 57 53 28	89 97 80 85 85 68 65 59 45 71 68	79 51 49 71 52	25.2	14	35
OLD SAYBROOK	102 5	4	93 94 78 74 77 50 46 69 96 79	75 93 81 61 88 66 58 51 40	92 98 89 85 86 60 66 59 45 87 74	55 70 59 81 69	26.4	7	41
ORANGE	149 2	1	99 98 56 90 91 76 85 71 70 98 89	100 99 97 93 93 82 84 77 53	95 99 89 95 95 83 84 66 62 61 60 82 70	89 61 71 89 71	30.5	3	66
OXFORD	131 5	3	92 86 31 56 68 56 54 34 59 95 79	83 95 93 69 86 47 53 48 29	93 95 82 83 84 66 62 61 60 82 70	72 46 56 81 52	24.6	12	26
PLAINFIELD	193 6	6	97 90 58 71 68 58 56 48 59 94 75	88 93 88 59 81 56 51 44 28	92 95 73 82 85 59 56 47 42 72 68	76 41 46 69 49	24.2	17	31
PLAINVILLE	177 4	5	95 87 30 73 83 51 53 40 46 97 73	91 97 96 81 74 49 55 56 24	88 94 77 86 86 66 63 60 66 70 71	71 38 51 72 62	24.5	14	24
PLYMOUTH	131 2	5	97 95 58 64 82 65 71 35 63 98 86	88 98 94 82 83 64 60 53 26	92 97 85 84 65 67 68 59 77 71	66 44 53 82 69	26.3	8	37
POMFRET	52 6	4	98 96 23 56 79 62 52 50 48 98 75	79 96 81 75 88 69 44 48 38	90 96 77 87 75 71 69 60 40 71 71	67 35 62 90 52	24.7	13	33
PORTLAND	93 5	4	95 90 47 66 81 70 52 42 56 97 80	81 98 88 76 83 67 61 56 38	90 95 81 77 86 67 65 59 43 80 67	70 43 47 77 45	25.1	13	31
PRESTON	111 6	6	98 98 44 82 82 62 62 42 51 100 91	78 98 89 78 71 47 49 44 20	93 93 89 89 82 58 62 51 40 73 56	67 24 56 78 64	23.9	14	24
PUTNAM	45 4	5	92 87 41 71 80 68 59 41 57 90 77	89 93 92 69 72 67 51 47 23	84 87 77 82 84 59 59 49 50 69 59	62 38 50 65 50	28.3	5	47
REDDING	115 5	1	98 92 62 75 84 78 65 56 63 97 90	94 96 93 77 90 69 68 66 43	96 98 88 92 87 79 75 76 63 90 81	81 39 67 90 69	29.6	3	56
RIDGEFIELD	261 5	1	96 96 51 81 89 80 82 73 71 98 90	92 98 97 92 89 79 70 65 49	97 99 83 95 90 81 77 76 68 91 81	85 77 65 81 69	27.2	8	46
ROCKY HILL	123 4	4	97 95 43 76 88 66 70 59 66 96 82	95 97 97 90 80 62 72 68 35	90 98 92 81 87 69 70 69 49 80 70	82 44 60 82 60	27.2	10	37
SALEM	19 5	4	97 97 47 76 86 69 46 29 54 98 93	90 98 95 76 80 61 63 61 41	90 100 78 86 81 63 66 69 61 88 81	81 53 61 90 61	26.7	8	37
SALISBURY	38 6	4	97 95 45 53 89 50 61 45 63 89 74	84 97 92 84 76 45 66 63 34	89 95 82 89 87 61 74 53 61 79 63	79 58 45 68 53	25.3	8	34
SCOTLAND	12 6	5	100 92 42 58 75 67 50 33 83 83 75	92 100 83 97 83 83 67 33 58	100 100 83 92 100 58 83 75 83 83	92 75 58 83 50	26.9	0	42
SEYMOUR	135 5	5	99 93 41 82 81 71 59 40 67 96 88	96 97 97 90 79 50 51 60 21	96 98 79 88 86 72 73 61 48 81 71	77 31 56 75 57	26.1	7	32
SHARLTON	20 6	3	95 89 30 75 84 53 61 25 75 90 55	95 90 90 75 70 30 30 45 30	90 100 80 80 75 70 50 40 40 75 80	75 30 30 80 55	22.7	15	15
SHELTON	405 3	3	95 89 30 75 84 53 61 25 75 90 55	92 96 93 83 74 64 62 55 26	89 93 78 88 86 66 67 60 45 73 70	69 35 52 68 54	25.0	11	29
SHERMAN	26 6	2	100 96 54 88 92 73 81 65 65 100 88	96 100 96 92 81 73 62 77 35	100 100 92 100 100 85 85 77 54 88 69	69 31 50 88 73	28.8	0	38
SIMSBRURY	297 4	1	97 96 77 86 92 79 83 66 73 98 91	94 99 98 92 87 82 76 71 55	96 99 92 97 94 85 82 78 71 92 84	89 69 70 80 73	30.4	2	60

SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE

STATE BY DISTRICT REPORT

OBJECTIVES TESTED			TOTAL MATH	
CONCEPTUAL UNDERSTANDINGS		COMPUTATIONAL SKILLS	PROBLEM SOLVING AND APPLICATIONS	MEASUREMENT AND GEOMETRY
id place value and use expanded notation		add/sub whole numbers and money amounts	id number sentences from problems	estimate lengths and areas
multiply/divide numbers by 10 and 100		multiply whole numbers & money amounts	solve 1-step probs-whole #'s & money	measure/determine perimeters and areas
id equivalent fractions using pictures		divide whole numbers by 1-digit numbers	solve problems involving making change	identify geometric figures
convert mixed #'s/improper fractions		add/sub fractions-like denominators	solve 1-step problems with fractions	solve process problems-data organization
identify decimals from pictures		find fractional parts of whole numbers	estimate a reasonable answer	id needed information in problems
extend number/attribute patterns		est sum/diff of whole #'s and money	est prod/quot of whole #'s and money	id and solve extraneous info problems
id procedure for making estimates		est sum/diff of fractions & mixed #'s	interpret graphs, tables and charts	id graph best fitting given data
add/sub whole numbers		know multiplication and division facts	multiply whole numbers & money amounts	id number sentences from problems
round whole numbers		multiply whole numbers & money amounts	divide whole numbers by 1-digit numbers	solve 1-step probs-whole #'s & money
rename whole numbers by regrouping		know multiplication and division facts	divide whole numbers by 1-digit numbers	solve 2-step probs-whole numbers & \$
multiply/divide numbers by 10 and 100		add/sub fractions-like denominators	find fractional parts of whole numbers	estimate a reasonable answer
convert mixed #'s/improper fractions		identify decimals from pictures	extend number/attribute patterns	id procedure for making estimates
identify decimals from pictures		extend number/attribute patterns	id procedure for making estimates	add/sub whole numbers
add/sub whole numbers		round whole numbers	rename whole numbers by regrouping	multiply/divide numbers by 10 and 100
multiply/divide numbers by 10 and 100		id equivalent fractions using pictures	id equivalent fractions & mixed numbers	convert mixed #'s/improper fractions
convert mixed #'s/improper fractions		identify decimals from pictures	extend number/attribute patterns	id procedure for making estimates
add/sub whole numbers		know multiplication and division facts	multiply whole numbers & money amounts	divide whole numbers by 1-digit numbers
multiply/divide numbers by 10 and 100		add/sub fractions-like denominators	find fractional parts of whole numbers	estimate a reasonable answer
estimate a reasonable answer		id and solve extraneous info problems	id needed information in problems	solve process problems-data organization
identify geometric figures		measure/determine perimeters and areas	estimate lengths and areas	pick approp metric/cust measures & units
determine elapsed time		Percent of Students Meeting State Goal	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis

MATHEMATICS
GRADE 6

TEST DATE: 09/91

DISTRICT	NUMBER TESTED	T	E	O	R	C	SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																																				
SOMERS	107	4	3	96	91	33	72	82	74	70	81	65	98	80	88	97	93	87	55	55	56	54	34	87	88	82	87	87	70	62	55	53	78	62	78	24	57	66	60	25.6	13	42	
SOUTHINGTON	461	3	5	99	95	57	80	86	72	75	57	67	98	88	80	96	99	98	91	86	80	69	71	37	95	99	86	94	91	79	76	71	64	84	79	80	65	64	84	67	28.8	5	51
SOUTH WINDSOR	309	2	2	98	96	37	78	92	68	81	60	72	94	82	94	85	92	91	79	80	76	59	83	80	79	54	64	70	66	28.4	4	48											
SPRAGUE	16	4	5	100	100	50	81	88	88	75	56	88	100	94	100	100	88	94	94	81	75	81	56	88	81	100	50	69	100	69	29.8	0	50										
STAFFORD	145	5	5	93	90	41	68	83	59	50	43	60	96	81	88	96	92	83	84	48	55	56	38	89	94	77	86	79	61	56	53	41	70	63	69	55	47	61	46	24.5	13	28	
STANFORD	788	1	6	100	93	30	62	71	42	50	33	46	90	82	93	86	75	78	50	50	44	32	58	56	61	35	34	56	42	21.3	30	21											
STERLING	53	6	5	100	96	45	81	77	58	66	40	57	92	85	89	100	84	68	64	62	46	72	72	79	58	49	83	66	26.7	4	23												
STONINGTON	169	4	5	95	96	56	72	88	66	57	50	69	96	87	89	99	94	84	87	72	60	58	36	91	97	82	95	92	72	72	61	56	83	76	77	49	54	88	65	27.3	5	37	
STRAITFIELD	450	2	5	96	95	52	77	75	63	48	39	59	97	84	89	98	95	82	95	70	63	59	38	91	97	76	89	84	68	64	62	46	72	72	79	35	49	67	52	25.3	8	28	
SUFFIELD	128	4	3	96	93	70	83	77	73	66	52	68	98	82	89	98	91	91	80	78	72	55	91	83	66	41	63	83	76	27.9	7	44											
THOMASTON	84	4	5	93	89	37	68	76	55	61	49	57	92	73	90	96	93	75	75	64	48	57	44	89	95	77	82	86	62	58	52	44	69	73	74	49	50	86	62	25.0	19	36	
THOMPSON	93	6	6	89	89	32	58	75	57	63	35	51	90	77	85	96	91	77	90	46	55	51	24	91	88	74	81	83	67	62	52	45	68	62	69	45	54	68	51	23.9	17	24	
TOLLAND	190	5	3	98	94	37	80	93	73	79	75	53	97	92	92	98	96	96	81	72	69	65	44	36	94	98	90	92	89	81	76	78	67	92	79	89	41	65	89	64	28.7	4	51
TORRINGTON	313	3	6	97	94	36	75	86	63	71	46	65	95	80	90	98	96	89	84	69	63	62	36	92	94	83	88	85	69	68	66	50	76	68	76	57	51	87	53	26.6	7	36	
TRUMBULL	385	2	2	95	91	41	74	82	72	64	49	55	96	85	90	99	96	85	84	60	61	58	32	92	98	85	91	86	76	72	65	57	83	74	80	65	57	85	62	27.0	8	42	
UNION	5	6	5	100	100	40	100	100	60	80	40	80	100	80	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	0	40		
VERNON	282	3	4	96	94	55	81	79	66	61	51	60	96	78	95	97	94	79	88	68	63	58	36	93	97	85	90	92	74	72	63	58	83	79	72	78	58	71	64	27.3	8	45	
VOLUNTOON	28	6	5	93	89	18	71	68	50	32	25	46	82	75	86	96	82	86	79	46	32	36	21	86	86	79	89	82	64	54	39	43	71	82	75	71	36	89	54	23.1	18	18	
WALLINGFORD	415	3	5	95	89	22	71	75	51	59	33	55	95	80	91	97	95	88	84	60	65	59	29	93	96	86	93	90	73	72	68	57	79	71	75	27	54	73	56	25.6	8	25	
WATERBURY	897	1	6	88	78	15	59	62	30	42	25	37	86	55	82	90	86	65	64	42	35	29	12	80	87	54	70	70	40	37	31	25	51	45	53	23	31	51	34	18.7	36	34	
WATERFORD	178	4	4	94	90	43	63	78	66	63	52	60	97	80	92	95	94	77	80	67	51	57	30	93	94	83	90	85	70	69	60	50	75	71	77	66	56	79	60	26.1	11	9	
WATERTOON	234	2	5	99	95	45	76	85	70	77	56	65	97	83	95	100	98	96	85	60	65	67	26	94	99	85	92	91	70	74	66	50	82	75	77	59	55	75	61	27.5	5	34	
WESTBROOK	48	6	4	94	98	63	75	79	69	35	48	63	100	81	94	96	96	87	88	63	69	50	42	94	100	92	94	96	90	79	77	63	77	75	56	35	75	67	60	27.0	2	42	
WEST HARTFORD	547	2	2	98	93	54	79	84	67	67	45	73	95	87	88	98	93	81	89	65	64	57	44	95	97	85	90	90	78	73	70	60	85	78	78	53	58	72	65	27.5	8	35	
WEST HAVEN	425	2	6	96	93	52	72	89	68	56	51	66	97	78	95	97	96	90	85	65	64	28	95	99	87	89	92	76	73	67	48	76	74	87	38	54	67	65	27.2	6	45		
WESTON	109	5	1	98	96	46	89	85	84	77	57	75	94	85	92	96	98	93	93	82	85	74	71	94	97	94	95	93	82	85	74	71	94	87	50	50	68	88	73	29.4	5	52	
WESTPORT	237	3	1	96	95	53	78	84	71	65	68	97	87	83	87	99	92	78	90	74	69	67	48	99	99	89	93	93	87	78	72	62	91	78	60	63	67	86	69	28.8	4	51	
WETHERSFIELD	223	2	3	96	94	40	82	84	61	73	42	61	95	83	91	99	96	85	87	74	70	69	32	93	97	87	91	90	73	73	70	53	80	73	76	50	57	84	64	27.2	6	36	

STATE BY DISTRICT REPORT

TEST DATE: 09/91

BEST COPY AVAILABLE

STATE BY DISTRICT REPORT

STATE OF DISTRICT REPORT			OBJECTIVES TESTED										TOTAL MATH																								
DISTRICT	NUMBER TESTED	TIME OR C	CONCEPTUAL UNDERSTANDINGS			COMPUTATIONAL SKILLS			PROBLEM SOLVING AND APPLICATIONS			MEASUREMENT AND GEOMETRY			Percent of Students Meeting State Goal	Percent of Students Needing Further Diagnosis	Average Number of Objectives Mastered																				
			id place value and use expanded notation order whole numbers less than 100,000 rename whole numbers by regrouping round whole numbers multiply/divide numbers by 10 and 100 id equivalent fractions using pictures id equivalent fractions & mixed numbers convert mixed #'s/improper fractions identify decimals from pictures extend number/attribute patterns id procedure for making estimates add/sub whole numbers and money amounts know multiplication and division facts multiply whole numbers & money amounts divide whole numbers by 1-digit numbers add/sub fractions-like denominators find fractional parts of whole numbers est sum/diff of whole #'s and money est prod/quot of whole #'s and money est sum/diff of fractions & mixed #'s interpret graphs, tables and charts id graph best fitting given data id number sentences from problems solve 1-step probs-whole #'s & money solve problems involving making change solve 1-step problems with fractions solve 2-step probs-whole numbers & \$ estimate a reasonable answer id and solve extraneous info problems id needed information in problems solve process problems-data organization identify geometric figures measure/determine perimeters and areas estimate lengths and areas pick approp metric/cust measures & units determine elapsed time	id place value and use expanded notation order whole numbers less than 100,000 rename whole numbers by regrouping round whole numbers multiply/divide numbers by 10 and 100 id equivalent fractions using pictures id equivalent fractions & mixed numbers convert mixed #'s/improper fractions identify decimals from pictures extend number/attribute patterns id procedure for making estimates add/sub whole numbers and money amounts know multiplication and division facts multiply whole numbers & money amounts divide whole numbers by 1-digit numbers add/sub fractions-like denominators find fractional parts of whole numbers est sum/diff of whole #'s and money est prod/quot of whole #'s and money est sum/diff of fractions & mixed #'s interpret graphs, tables and charts id graph best fitting given data id number sentences from problems solve 1-step probs-whole #'s & money solve problems involving making change solve 1-step problems with fractions solve 2-step probs-whole numbers & \$ estimate a reasonable answer id and solve extraneous info problems id needed information in problems solve process problems-data organization identify geometric figures measure/determine perimeters and areas estimate lengths and areas pick approp metric/cust measures & units determine elapsed time	id place value and use expanded notation order whole numbers less than 100,000 rename whole numbers by regrouping round whole numbers multiply/divide numbers by 10 and 100 id equivalent fractions using pictures id equivalent fractions & mixed numbers convert mixed #'s/improper fractions identify decimals from pictures extend number/attribute patterns id procedure for making estimates add/sub whole numbers and money 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APPENDIX I
Fall 1991 Grade Six
State by District Report:
Language Arts

STATE BY DISTRICT REPORT

STATE BY DISTRICT REPORT

[illegible]

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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STATE BY DISTRICT REPORT

OBJECTIVES TESTED										TOTAL LANGUAGE ARTS		DEGREES OF READING POWER (DRP)		WRITING SAMPLE					Average Holistic Score	% of Students Meeting State Goal	% of Students Needing Further Diagnosis
WRITING MECHANICS		STUDY SKILLS		LISTENING COMPREHENSION		READING COMPREHENSION		TOTAL LANGUAGE ARTS		DEGREES OF READING POWER (DRP)		WRITING SAMPLE									
capitalization and punctuation		locating information		notetaking and outlining		literal		inferential and evaluative		inferential		evaluative		Average DRP Score							
spelling (words/homonyms/abbreviations)		tone										56+ (% Meeting State Goal)									
												50-55									
												Below 50 (% Needing Further Diagnosis)									
												Average Number of Objectives Mastered									

LANGUAGE ARTS
GRADE 6

TEST DATE: 09/91

STATE BY DISTRICT REPORT

[illegible]

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

OBJECTIVES TESTED										DEGREES OF READING POWER (DRP)		WRITING SAMPLE					Average Holistic Score		% of Students Meeting State Goal		% of Students Needing Further Diagnosis								
WRITING MECHANICS		STUDY SKILLS		LISTENING COMPREHENSION		READING COMPREHENSION		TOTAL LANGUAGE ARTS		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
capitalization and punctuation		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
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spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
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spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
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spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
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spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
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spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
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spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information		notetaking and outlining		literal		inferential and evaluative		literal		inferential		evaluative		Average Number of Objectives Mastered		Average DRP Score		56+ (% Meeting State Goal)		50-55		Below 50 (% Needing Further Diagnosis)	
spelling (words/homonyms/abbreviations)		agreement		tone		locating information																							

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STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6		OBJECTIVES TESTED										TOTAL LANGUAGE ARTS	DEGREES OF READING POWER (DRP)	WRITING SAMPLE																			
		WRITING MECHANICS		STUDY SKILLS	LISTENING COMPREHENSION	READING COMPREHENSION		Average Number of Objectives Mastered		Average DRP Score 56+ (% Meeting State Goal) 50-55 Below 50 (% Needing Further Diagnosis)				Average Holistic Score		% of Students Meeting State Goal		% of Students Needing Further Diagnosis															
		capitalization and punctuation		locating information	notetaking and outlining	literal	inferential and evaluative													literal	inferential	evaluative											
																							agreement	tone									
DISTRICT	MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)	NUMBER TESTED	T	E	O	R	C	G	SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																								
									9/12	7/9	11/15	3/4	8/11	3/5	4/6	10/14	6/8	10/14	10/14														
TOC 1 TOTAL		6097							38	74	51	69	62	55	49	41	38	30	30	56	18	26	47	14	16	32	19	13	4	2	4.2	30	5
TOC 2 TOTAL		6977							67	85	88	90	90	87	78	81	74	70	71	15	16	70	61	4	10	31	22	21	9	4	4.9	13	13
TOC 3 TOTAL		7677							60	83	80	85	85	81	71	73	64	59	61	25	16	59	57	8	12	29	20	19	8	4	4.7	20	12
TOC 4 TOTAL		6421							67	85	90	89	91	90	82	83	76	73	75	13	13	74	61	4	8	28	24	21	11	4	5.0	12	15
TOC 5 TOTAL		3755							66	85	89	89	90	90	82	86	74	71	76	12	14	74	61	4	9	28	23	20	11	5	5.0	13	15
TOC 6 TOTAL		2622							61	79	84	86	87	85	77	79	69	64	68	20	16	64	59	5	11	30	21	17	10	5	4.8	17	15
ERG 1 TOTAL		2068							75	88	95	93	94	94	86	89	84	82	82	8	9	83	64	3	7	24	23	25	13	6	5.2	10	19
ERG 2 TOTAL		5670							69	86	90	91	91	90	83	86	77	75	77	12	13	76	61	4	8	28	23	22	11	4	5.0	11	15
ERG 3 TOTAL		3824							66	84	90	90	91	90	81	84	74	71	74	12	15	73	61	4	10	28	24	20	10	4	4.9	14	14
ERG 4 TOTAL		5015							66	85	88	89	89	87	79	82	72	68	72	17	15	68	60	5	10	29	21	21	10	4	4.9	15	14
ERG 5 TOTAL		4404							63	85	87	88	90	87	77	80	70	66	70	16	17	67	60	5	9	29	23	19	10	4	4.9	15	14
ERG 6 TOTAL		8155							54	78	72	81	79	75	64	64	57	51	52	32	18	49	54	7	14	31	21	17	7	3	4.6	21	10
ERG 7 TOTAL		4413							35	73	47	67	59	51	45	37	36	27	27	61	18	21	46	16	17	34	18	12	3	1	4.0	33	4
STATE TOTAL		33549							60	82	80	85	84	81	72	73	65	61	63	24	16	60	57	7	11	29	22	19	9	4	4.8	18	12

APPENDIX J
Type of Community Classifications

Type of Community

- TOC 1 = LARGE CITY - a town with a population of more than 100,000.
- TOC 2 = FRINGE CITY - a town contiguous with a large city and with a population over 10,000.
- TOC 3 = MEDIUM CITY - a town with a population between 25,000 and 100,000 and not a Fringe City.
- TOC 4 = SMALL TOWN (Suburban) - a town within an SMSA* with a population of less than 25,000, not a Fringe City.
- TOC 5 = SMALL TOWN (Emerging Suburban) - a town with a population of less than 25,000 included in what was a proposed 1980 SMSA but not included in a 1970 SMSA.
- TOC 6 = SMALL TOWN (Rural) - a town not included in an SMSA, with a population of less than 25,000.

*Standard Metropolitan Statistical Area

APPENDIX K
Education Reference Group Descriptions

Education Reference Group Descriptions

The education reference groups were formed from an analysis of districts' median family income, a percentage of high school graduates, a percentage of those in managerial/professional occupations, a percentage of single-parent families, a percentage of those below poverty and a percentage of non-English home language from the 1980 census. The groups have not been named, but have been labeled I through VII. Note, however, that the groups run from extremely affluent suburban communities (I) to our three largest cities of Hartford, Bridgeport and New Haven (VII). Some differ widely with respect to all of the family background variables; others differ slightly with respect to one or two. In addition to the six variables used to classify districts, the group descriptions below also include superintendents' comments that were provided in a Department survey in 1988.

Group I. These 13 districts were wealthy, professional suburbs. The median family income in 1979 averaged \$40,425. Residents were extremely well educated. Nearly 90% had at least a high school diploma, 42% had a bachelor's degree and 49% had a managerial or professional job. There were relatively few children with educational disadvantages here. Only 7% of the families were single-parent, about 8% spoke a language other than English at home and almost no one (2%) lived in poverty. Superintendents within these towns used the adjectives "suburban," "affluent," "growing" and "bedroom community" to describe them.

Group II. Residents in the 29 districts of Group II were affluent, well-educated professionals, but to a lesser extent than residents of Group I. The median family income averaged \$28,113, more than 83% of the residents had high school diplomas, 29% had a college degree and 36% had a managerial or professional job. Like Group I, this group had a low percentage of people who spoke another language at home (8%), almost no one in poverty (2%) and relatively few single-parent families (9%). Like the superintendents in Group I, superintendents from these towns described their communities as "affluent," "bedroom communities," "growing" and "suburban."

Group III. These 34 districts were mostly rural bedroom communities. Like Groups I and II, these towns did not have many disadvantaged children. There were only 7% who spoke a language other than English at home, only 7% who were from single-parent families and only 3% who were poor. Adults were slightly less affluent (median family income of \$24,431), less likely to have a high school diploma (77%) and less likely to have a managerial or professional job (28%) than people in Group II. Like the previous two groups, these towns were described by superintendents as "suburban," "growing" and "bedroom communities." Several superintendents used "rural" and "middle class" (as well as "affluent") to describe their communities.

Group IV. This group of 37 districts was probably the most diverse set of towns, containing a number of coastal and resort communities, as well as rural and suburban areas. Group IV was similar to Group III in median family income (\$22,609), percentage of high school graduates (77%), percentage of managers/professionals (29%) and percentage of non-English home language (7%), but had a significantly higher percentage of single-parent families (12% versus 7%) and a slightly higher percentage of families below poverty (5% versus 3%). Superintendents' descriptions reflect this group's diversity. They describe their towns as "bedroom," "growing," "rural," "suburban," "middle income" and "affluent."

Group V. These 30 districts made up the first group of working class/blue collar communities. This group had a significantly lower percentage of high school graduates (68%) and percentage of managers/professionals (19%) than Group IV. Other characteristics were similar to Group IV: the average income was \$21,920, there were 11% single-parent families, 5% below poverty and 9% of the population spoke a language other than English at home.

Group VI. This group of 23 districts included the state's medium-sized cities, the larger cities of Stamford and Waterbury, several former mill towns and some densely populated blue collar suburbs. Group VI had similar socioeconomic characteristics as Group V, but significantly greater proportions of single-parent families and families in which English was not the primary home language. The median family income of \$20,325 was below the state average. An average of 16% of the residents spoke another language at home and 17% of the families were headed by single parents. Only 63% of the residents had high school diplomas, and 6% lived below poverty level.

Group VII. Hartford, Bridgeport and New Haven were vastly different from other communities in Connecticut. An average of 28% of the families spoke a language other than English, 46% were headed by single parents, 20% lived in poverty and the median family income was \$15,240.

APPENDIX L
Student Participation Rates

PARTICIPATION RATES FOR SIXTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1991-1992

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
ANDOVER	29	28	3.4	96.4	100.0	100.0	100.0
ANSONIA	178	167	6.2	99.4	97.0	96.4	97.0
ASHFORD	53	49	7.5	100.0	100.0	100.0	100.0
AVON	180	176	2.2	100.0	100.0	100.0	100.0
BARKHAMSTED	48	46	4.2	97.8	100.0	100.0	100.0
BERLIN	202	192	5.0	100.0	100.0	99.5	99.5
BETHANY	61	60	1.6	100.0	100.0	100.0	100.0
BETHEL	238	227	4.6	100.0	100.0	100.0	100.0
BLOOMFIELD	188	168	10.6	100.0	99.4	99.4	100.0
BOLTON	65	64	1.5	98.4	96.9	93.8	96.9
BOZRAH	29	28	3.4	100.0	100.0	96.4	96.4
BRANFORD	248	245	1.2	100.0	100.0	100.0	99.6
BRIDGEPORT	1,554	1,449	6.8	99.5	98.8	96.7	97.9
BRISTOL	593	571	3.7	99.5	99.5	99.3	99.6
BROOKFIELD	180	177	1.7	100.0	100.0	94.4	100.0
BROOKLYN	103	96	6.8	100.0	99.0	99.0	99.0
CANAAN	15	14	6.7	100.0	92.9	92.9	92.9
CANTERBURY	90	89	1.1	100.0	98.9	98.9	98.9
CANTON	95	91	4.2	98.9	100.0	97.8	97.8
CHAPLIN	37	37	0	100.0	100.0	100.0	100.0
CHESHIRE	336	335	0	100.0	100.0	100.0	100.0
CHESTER	39	36	7.7	100.0	100.0	97.2	94.4
CLINTON	181	174	3.9	99.4	100.0	99.4	100.0
COLCHESTER	151	142	6.0	100.0	98.6	96.5	98.6
COLEBROOK	15	15	0	100.0	100.0	100.0	100.0
COLUMBIA	51	51	0	100.0	98.0	96.1	98.0
CORNWALL	18	16	11.1	100.0	100.0	93.8	100.0
COVENTRY	150	148	1.3	99.3	99.3	99.3	98.6
CROWHILL	125	122	2.4	100.0	100.0	98.4	100.0
DANBURY	596	531	10.9	99.8	99.4	98.9	99.2
DARTEN	205	201	2.0	100.0	100.0	100.0	100.0
DEEP RIVER	43	43	0	100.0	100.0	100.0	100.0
DERBY	92	86	6.5	100.0	100.0	98.8	100.0
EASTFORD	17	17	0	100.0	100.0	100.0	100.0
EAST GRANBY	45	45	0	100.0	100.0	100.0	100.0
EAST HADDAM	95	95	0	100.0	100.0	100.0	100.0
EAST HAMPTON	160	156	2.5	100.0	100.0	100.0	100.0
EAST HARTFORD	453	393	13.2	99.2	100.0	97.4	100.0
EAST HAVEN	257	234	8.9	98.7	99.6	97.4	97.4
EAST LYME	190	189	0.5	100.0	100.0	99.5	99.5
EASTON	66	65	1.5	100.0	100.0	100.0	100.0
EAST WINDSOR	74	72	2.7	98.6	100.0	100.0	100.0
ELLINGTON	164	149	9.1	100.0	96.6	96.0	96.0
ENFIELD	442	421	4.8	100.0	99.3	99.3	98.8
ESSEX	58	57	1.7	98.2	98.2	100.0	98.2
FAIRFIELD	485	466	3.9	100.0	100.0	100.0	100.0
FARMINGTON	237	232	2.1	100.0	99.6	99.6	99.6
FRANKLIN	25	23	8.0	100.0	100.0	100.0	100.0
GLASTONBURY	367	365	0.5	100.0	100.0	100.0	99.7
GRANBY	142	139	2.1	100.0	100.0	100.0	98.6
GREENWICH	443	402	9.3	100.0	99.5	97.5	99.8
GRISWOLD	150	141	6.0	100.0	98.6	98.6	99.6
GROTON	476	467	1.9	99.8	99.8	99.6	99.6
GUILFORD	263	263	0	100.0	100.0	100.0	100.0

PARTICIPATION RATES FOR SIXTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1991-1992

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
HAMDEN	403	387	4.0	100.0	100.0	98.7	99.7
HAMPTON	19	19	.0	100.0	100.0	100.0	100.0
HARTFORD	1,958	1,748	10.7	97.7	97.8	94.3	97.0
HARTLAND	20	19	5.0	100.0	100.0	100.0	100.0
HEBRON	103	96	6.8	100.0	99.0	97.9	97.9
KENT	28	26	7.1	96.2	88.5	88.5	92.3
KILLINGLY	227	219	3.5	99.5	100.0	99.1	99.1
LEBANON	94	90	4.3	98.9	96.7	94.4	95.6
LEDYARD	229	225	1.7	100.0	100.0	100.0	100.0
LISBON	51	47	7.8	97.9	97.9	97.9	97.9
LITCHFIELD	91	85	6.6	100.0	98.8	98.8	98.8
MADISON	223	223	.0	99.6	99.6	95.5	99.6
MANCHESTER	505	488	3.4	99.8	99.4	98.0	99.4
MANSFIELD	118	116	1.7	100.0	100.0	100.0	99.1
MARLBOROUGH	89	88	1.1	100.0	100.0	98.9	98.9
MERIDEN	587	546	7.0	100.0	99.8	99.3	99.8
MIDDLETOWN	351	334	4.8	100.0	100.0	99.7	99.7
MILFORD	493	477	3.2	100.0	99.4	97.5	98.7
MONROE	220	214	2.7	100.0	99.5	99.5	99.1
MONTVILLE	211	211	.0	99.5	100.0	99.5	100.0
NAUGATUCK	392	373	4.8	99.7	100.0	98.7	98.9
NEW BRITAIN	607	511	15.8	97.7	97.3	93.5	95.7
NEW CANAAN	173	171	1.2	100.0	100.0	100.0	98.8
NEW FAIRFIELD	195	193	1.0	98.4	98.4	98.4	98.4
NEW HARTFORD	79	78	1.3	100.0	100.0	97.4	100.0
NEW HAVEN	1,385	1,267	8.5	98.5	98.6	94.3	95.8
NEWINGTON	278	272	2.2	100.0	100.0	99.6	100.0
NEW LONDON	226	207	8.4	99.5	99.5	97.1	98.6
NEW MILFORD	323	309	4.3	99.7	99.7	99.7	99.0
NEWTOWN	272	269	1.1	100.0	100.0	100.0	100.0
NORFOLK	15	13	13.3	100.0	100.0	100.0	100.0
NORTH BRANFORD	175	173	1.1	100.0	100.0	100.0	100.0
NORTH CANAAN	36	35	2.8	100.0	100.0	94.3	94.3
NORTH HAVEN	228	214	6.1	99.1	100.0	98.6	99.1
NORTH STONINGTON	77	75	2.6	100.0	100.0	100.0	100.0
NORWALK	705	668	5.2	98.2	98.1	95.4	96.3
NORWICH	438	404	7.8	99.3	99.3	98.3	98.5
OLD SAYBROOK	106	102	3.8	100.0	96.1	96.1	95.1
ORANGE	151	149	1.3	100.0	100.0	99.3	98.0
OXFORD	141	131	7.1	100.0	99.2	99.2	99.2
PLAINFIELD	202	195	3.5	99.0	99.0	99.0	99.0
PLAINVILLE	185	177	4.3	100.0	98.9	98.3	98.9
PLYMOUTH	140	132	5.7	99.2	100.0	98.5	100.0
POWERS	53	52	1.9	100.0	100.0	100.0	100.0
PORTLAND	96	93	3.1	100.0	100.0	100.0	100.0
PRESTON	47	45	4.3	100.0	100.0	100.0	100.0
PUTNAM	116	111	4.3	100.0	99.1	97.3	99.1
REDDING	115	115	.0	100.0	100.0	100.0	100.0
RIDGEFIELD	265	261	1.5	100.0	99.6	99.2	99.2
ROCKY HILL	128	124	3.1	99.2	100.0	100.0	100.0
SALEM	59	59	.0	100.0	100.0	100.0	100.0
SALISBURY	39	38	2.6	100.0	100.0	100.0	100.0
SCOTLAND	12	12	.0	100.0	100.0	100.0	100.0
SEYMOUR	137	136	.7	99.3	98.5	98.5	98.5

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PARTICIPATION RATES FOR SIXTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1991-1992

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
SHARON	23	20	13.0	100.0	95.0	95.0	95.0
SHELTON	426	407	4.5	99.5	98.5	97.5	98.0
SHERMAN	26	26	.0	100.0	100.0	100.0	100.0
SIMSBURY	307	298	2.9	99.7	98.7	98.7	98.7
SOMERS	107	107	.0	100.0	100.0	100.0	100.0
SOUTHRINGTON	491	463	5.7	99.6	99.8	99.4	99.6
SOUTH WINDSOR	313	309	1.3	100.0	100.0	99.0	99.4
SPRAGUE	16	16	.0	100.0	100.0	100.0	100.0
STAFFORD	164	146	11.0	99.3	98.6	95.2	97.3
STAMFORD	873	792	9.3	99.5	99.1	96.2	99.0
STERLING	54	53	1.9	100.0	100.0	100.0	100.0
STONINGTON	180	170	5.6	99.4	97.6	97.1	97.6
STRATFORD	457	454	.7	99.1	99.6	99.6	99.3
SUFFIELD	130	129	.8	99.2	99.2	99.2	97.7
THOMASTON	86	85	1.2	98.8	98.8	97.6	97.6
THOMPSON	99	93	6.1	100.0	100.0	100.0	100.0
TOLLAND	190	190	.0	100.0	100.0	100.0	100.0
TORRINGTON	341	313	8.2	100.0	96.8	96.8	96.8
TRUMBULL	387	387	.0	99.5	99.2	99.2	99.2
UNION	6	5	16.7	100.0	100.0	100.0	100.0
VERNON	301	282	6.3	100.0	98.6	97.5	98.6
VOLUNTOWN	28	28	.0	100.0	100.0	100.0	100.0
WALLINGFORD	439	415	5.5	100.0	99.6	99.3	99.8
WATERBURY	993	898	9.6	99.9	99.1	99.1	99.6
WATERFORD	186	178	4.3	100.0	100.0	100.0	100.0
WATERTOWN	255	235	7.8	99.6	99.1	97.9	98.7
WESTBROOK	49	48	2.0	100.0	100.0	100.0	100.0
WEST HARTFORD	573	547	4.5	100.0	99.6	99.3	99.5
WEST HAVEN	475	426	10.3	99.8	99.1	97.9	98.6
WESTON	113	109	3.5	100.0	100.0	100.0	100.0
WESTPORT	243	237	2.5	100.0	100.0	100.0	100.0
WETHERSFIELD	238	224	5.9	99.6	100.0	100.0	100.0
WILLINGTON	74	69	6.8	100.0	97.1	97.1	95.7
WILTON	198	198	.0	100.0	100.0	100.0	100.0
WIMCHESTER	143	135	5.6	99.3	99.3	99.3	99.3
WINDHAM	273	246	9.9	100.0	97.6	96.7	97.2
WINDSOR	336	326	3.0	99.7	99.7	99.7	99.7
WINDSOR LOCKS	104	98	5.8	98.0	98.0	98.0	98.0
WOLCOTT	188	188	.0	99.5	99.5	98.9	99.5
WOODBIDGE	93	92	1.1	100.0	100.0	100.0	100.0
WOOSTOCK	81	79	2.5	100.0	100.0	100.0	100.0
REGIONAL SCH 6	75	73	2.7	100.0	100.0	100.0	100.0
REGIONAL SCH 10	182	176	3.3	98.9	98.9	98.3	98.6
REGIONAL SCH 12	70	65	7.1	100.0	100.0	100.0	100.0
REGIONAL SCH 13	113	113	.0	100.0	100.0	100.0	100.0
REGIONAL SCH 14	119	117	1.7	99.1	100.0	100.0	100.0
REGIONAL SCH 15	241	230	4.6	99.6	98.7	97.4	99.1
REGIONAL SCH 16	135	135	.0	100.0	100.0	100.0	100.0
REGIONAL SCH 17	154	149	3.2	99.3	100.0	100.0	100.0
REGIONAL SCH 18	108	99	8.3	99.0	99.0	99.0	99.0

PARTICIPATION RATES FOR SIXTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1991-1992

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
TOC 1 TOTAL	6,763	6,154	9.0	98.8	98.6	95.8	97.6
TOC 2 TOTAL	7,354	6,993	4.9	99.7	99.7	99.1	99.4
TOC 3 TOTAL	8,260	7,742	6.3	99.5	99.1	98.0	98.6
TOC 4 TOTAL	6,614	6,452	2.4	99.7	99.5	99.1	99.3
TOC 5 TOTAL	3,902	3,779	3.2	99.8	99.3	98.5	99.1
TOC 6 TOTAL	2,776	2,645	4.7	99.6	99.1	98.7	98.8
ERG 1 TOTAL	2,109	2,072	1.8	100.0	99.8	99.7	99.4
ERG 2 TOTAL	5,836	5,686	2.6	99.8	99.7	98.9	99.5
ERG 3 TOTAL	3,988	3,845	3.6	99.7	99.4	98.9	99.1
ERG 4 TOTAL	5,236	5,042	3.7	99.8	99.4	98.8	99.2
ERG 5 TOTAL	4,636	4,431	4.4	99.5	99.3	98.7	99.1
ERG 6 TOTAL	8,967	8,225	8.3	99.4	99.0	97.8	98.6
ERG 7 TOTAL	4,897	4,464	8.8	98.5	98.3	95.1	97.0
STATE TOTAL	35,669	33,765	5.3	99.5	99.2	98.1	98.8

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